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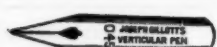
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A Weekly Journal of Education.

Vol. LIII.

For the Week Ending July 18.

No. 3

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All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

Horace Mann.*

By DR. WILLIAM T. HARRIS,

United States Commissioner of Education,

The educational history of our country is divided roughly into two epochs—that of rural and that of urban education. This is also the struggle that is going on now—to eliminate rural methods and supplant them by urban methods. For it often happens that a city grows in population but is slow to avail itself of the opportunity that a large population and accumulated wealth affords for superior methods of instruction.

The number of cities within the United States containing 8,000 inhabitants and upwards was in 1790 only 6; between 1800 and 1810 it increased to 11; in 1820, 13; in 1830, 26; in 1840, 44. In the fifty years between 1840 and 1890 it increased from 44 to 443, or ten times the former number. The urban population of this country in 1790 was, according to the superintendent of the census, only one in thirty of the population; in 1840 it had increased to one in twelve; in 1890 to one in three. In fact, if we count the towns on the railroads that are made urban by their close connections with large cities, and the suburban districts, it is safe to say that now one half of the population is urban.

THE DISTRICT SCHOOL.

In sparsely settled regions a district of four square miles will furnish only twenty, thirty, or forty children of school age and it follows as a matter of course that the schools were small, their annual sessions very short, the funds to pay teachers scarce, the teachers themselves poorly educated and not professionally trained. For the first forty years of this nation such was the condition of nine-tenths of all the schools. By 1830 the growth of cities began to be felt.

As villages grew, and after the railroad had connected them to the large cities, bringing them into contact with urban life graded schools began to exist, and to hold an annual session of ten or eleven months. This required the services of a person whose entire vocation was teaching. One of the chief defects of the rural district school was to be found in the fact that the man who taught the winter school took up teaching as a mere makeshift, depending on his other business or

trade (surveyor or clerk or farmer, etc.) for his chief support. There was small chance for the acquirement of any knowledge of the true methods of teaching. Another evil more prominent than the former was the letting down of standards caused by the low qualifications of the average committeeman. The town as a whole could afford a school committee of high qualifications; the average district rarely. The township system therefore attains a far higher standard of efficiency than the district system.

When the villages began to catch the urban spirit and establish graded schools with a full annual session, there came a demand for a higher order of teaching, the professional teacher in short. This caused a comparison of ideals and the most enlightened in the community began an agitation of the school question, and supervision was demanded. In Massachusetts, where the urban civilization had made most progress, this agitation resulted in the formation of a state board of education in 1837 and the employment of Horace Mann as its secretary (June, 1837). Boston had been connected with Providence and Worcester and Lowell by railroads before 1835, and in 1842 the first great trunk railroad had been completed through Springfield to Albany, opening to Boston a communication with the great West by the Erie canal and the newly completed railroad from Albany to Buffalo. This was the beginning of the great urban epoch in America that has gone on increasing in intensity to this day.

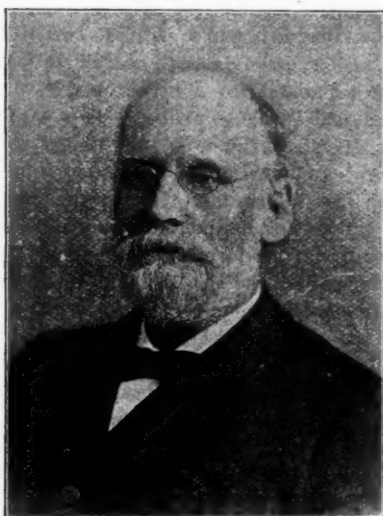
HORACE MANN'S EARLIEST WORK.

Horace Mann came to the head of education in Massachusetts just at the beginning of this epoch of railroads and the growth of cities. He attacked with unsparing severity the evils of the schools as he found them, these evils being chiefly the survivals of the rural school epoch. The school district system, introduced into Connecticut in 1701, into Rhode Island about 1750, and into Massachusetts in 1789, was pronounced by Horace Mann to be the most disastrous feature in the whole history of educational legislation in Massachusetts. Side by side with the new impulse given to education in the villages, no doubt the district system seemed very bad. Its evils were manifest in the opposition to central graded schools which were needed in the populous villages, but which would break up the old district lines. Local power is never given up to a central power without a struggle. The stubbornness of this contest on the part of local committeemen was continued long after the adoption of the township system in Massachusetts and elsewhere. The district fought for its "rights" through its representatives on the town board, thereby postponing the feasible consolidation of districts and the formation of properly classified schools.

Let us dwell a moment on this advantage of consoli-

*Full text of address delivered before the N. E. A. at Buffalo, July 7, 1896.

dated or "union" schools as called in New York state and the West. In the rural school, isolated as it was, all grades of pupils from the lowest primary up to the secondary came together under one master who had to give individual instruction to each, finding only five minutes or a little more for such lesson. Under such circumstances he could not well manage over twenty or thirty pupils. In his classes, each formed of one pupil in those branches other than reading and spelling, he might have done better teaching had he had two pupils instead of one. For the child learns almost as much from paying attention to the efforts of his classmate to recite as from his own. A skilful teacher can make a recitation by an entire class of twenty or thirty pupils of even grade of advancement far more instructive to each pupil than a private tutor can make the same lesson to his one pupil. The other pupils of the class furnish a sort of bridge between the teacher's mind (that sees or should see) the topic under discussion in its relations to all human learning and the individual pupil's mind that sees the topic in its barest outlines and has



DR. W. T. HARRIS, U. S. Commissioner of Education.

scarcely learned its relations to other topics. For each pupil gets some one sided view of it for himself in preparing his lesson, and sees in the class exercise (which we call "recitation" in our American school-technique) many other one-sided views presented by his fellow pupils who are not likely to repeat his one-sided view, but to have others equally distorted of their own.

Suppose two ungraded schools to be united in one and divided again according to grade; the thirty pupils youngest, and in lowest elementary studies, taken by one teacher and the other thirty pupils taken by the other teacher. One half of the number of classes is saved by consolidation and each teacher has twice as much time for each class exercise or recitation. He can find more time to go into the merits of the subject when he has ten minutes instead of five minutes.

In a populous village, a school of five hundred pupils, is collected. There is a teacher for each fifty pupils, making ten in all, for nearly twice as many pupils can be taught by each teacher in a well-graded school as in an ungraded school. Each of these ten teachers divides his fifty pupils into two classes according to advancement and classes average a half year's difference in their intervals of progress from the classes above or below. He has thirty minutes for each recitation. It is now possible to promote a bright pupil, who is not finding enough to do in the tasks set for his class, to the next class above. For he can soon make up what he has omitted by the leap from one class to another. So, too, a pupil who is falling behind his class can take up his work with the next class below and find it better suited to his powers.

It was an insight into this principle that led Martin Luther to insist on grading the schools. The Jesuits, who were the first to seize on the chief weapon of the Protestants—namely education for the people—and turn it against them in the interest of the Catholic church formed a school system in 1590 and also took much pains with grading and classification.

THE CONSOLIDATION OF DISTRICTS.

Horace Mann's efforts did not at once abolish the district system in Massachusetts, but it prevailed to consolidate districts in populous sections of the state. His school reports were widely read outside of the state and spread the agitation of the school question into Rhode Island, Connecticut, and New York and elsewhere. Connecticut succeeded in abolishing her district system in 1856, but Massachusetts clung to it until 1869, when she got rid of it. In this action she was followed by Maine in 1872. And this is what the state superintendent of Maine says of the evils of the district system, in an able summary:

"First, the school moneys were inequally divided, some districts receiving much more than they could profitably expend, others much less than was absolutely needed; second, poor school-houses in remote and sparsely settled districts; third, short schools, or poor ones, if the agent attempted to lengthen them by hiring cheap teachers. Little money, poor school-houses, short schools are the necessary attendants of this system."

Horace Mann extended his criticisms and suggestions to the examination of teachers and their instruction in institutes; to the improvement of school buildings; the raising of school funds by taxation; the creating of a correct public opinion on school questions; the care for vicious youth in appropriate schools. He discarded the hide-bound text-book method of teaching and substituted the oral discussion of the topic in place of the memorizing of the words of the book. He encouraged school libraries and school apparatus.

THE FIRST NORMAL SCHOOL.

Horace Mann's influence aided in founding the first normal school in the United States at Lexington (afterwards removed to Framingham), and a second one at Barre, both in 1839, and a third one at Bridgewater in the fall of the next year.

Inspired by the example in Massachusetts, Connecticut was aroused by Henry Barnard, who carried through the legislature the act organizing a state board of commissioners, and became himself the first secretary of it (1839). In 1849 Connecticut established a normal school. In 1843 Mr. Barnard went to Rhode Island and assisted in drawing up the state school law under which he became the first commissioner, and labored there for six years.

These were the chief fermenting influences in education that have worked a wide change in the management of schools in the Middle and Western states within the past fifty years.

Let us consider some of those points more in detail and get a little closer to the personality of the hero whom we commemorate to-night.

There has been in Massachusetts from 1789 to 1839—a period of fifty years—an apparent retrogression of education.

This apparent retrogression—on the whole a healthful movement—was due to the increase of local self-government and the decrease of central, especially parochial authority. It was a necessary and on the whole a healthful movement. The central power had been largely theocratic or ecclesiastical at the beginning. But the reaction against ecclesiastical control went too far in the direction of individualism. The farthest swing of the pendulum in this direction was reached in 1828, when the districts obtained the exclusive control of the schools in all matters except in the item of examination of teachers. The public schools diminished in efficiency, and a two-fold opposition began some years before 1828, which took, on the one hand, the shape of an attempt to remedy the deficiency of public schools by the establishment of academies, and, on the

other hand that of a vigorous attack by educational reformers, such as Horace Mann and his devoted contemporary, James G. Carter. The establishment of a state board of education, and the appointment of Horace Mann as its secretary, therefore mark an era of return from the extreme of individualism to the proper union of local and central authority in the management of schools.

AN EDUCATIONAL STATESMAN.

Horace Mann's function at this very important epoch was that of educational statesman. We must not permit our attention to be distracted from this point if we would behold the greatness and beneficence of his labors. Pestalozzi was essentially an educational missionary, a teacher of pupils in the first grade of the elementary school.

Horace Mann was equally an educational missionary, for he consecrated himself religiously to the task of promoting the school education of the people. Other people, all people, select vocations in which they are to work and earn a livelihood. But the missionary consecrates his whole life to a chosen work, not for what it will return to him in wealth or honor, but for the intrinsic worth of the object to be accomplished as a good for the human race.

The enthusiasm of Horace Mann shone out of his soul in his praise of the act of the Massachusetts Legislature establishing the State Board of Education in 1837: "This board I believe to be like a spring, almost imperceptible, flowing from the highest tableland, between oceans, which is destined to deepen and widen as it descends, diffusing fertility and beauty in its course, and nations shall dwell upon its banks. It is the first great movement towards an organized system of common education, which shall at once be thorough and universal."

It was he that was to succeed in making the State Board of Education the fertilizing spring that he describes. It was a board with limited powers. It could not found schools nor direct or manage them after they were founded. It should only collect information and diffuse it. It could persuade the people but not command them. In a nation founded upon the idea of local self-government, it was a very great achievement to show what can be accomplished by a board that cannot coerce but only persuade. This is the point of view to see Horace Mann's greatness. One thinks of the potency of Peter the Hermit preaching a crusade. It was a crusade that Horace Mann preached in his twelve reports and in his hundreds of popular addresses, and in his thousands of letters, written with his own hand.

MANN'S TWELVE REPORTS.

The first report of Horace Mann as secretary was made in 1837, and contains the best statement ever made of the duty of school committees, especially in the selection of teachers. It sets forth the apathy of the people regarding the schools and regrets the employment of incompetent teachers. (48 pp.)

There was a supplementary report on school-houses which discussed the matter of ventilation and warming, the proper kind of desks, the location of the building, the lighting of the room, the play-grounds, and the duties of the teacher in regard to light and ventilation. (60 pp.)

In the second report, 1838, there is much discussion of the method of teaching reading, whether by letters or by the word method. A just criticism is made upon the character of the school reading books. (60 pp.)

In the third report, 1839, he discusses the responsibility of the people for the improvement in common schools, the employment of children in manufactories, the importance of libraries, and the kind of books needed, the effect of reading on the formation of character, and recommends strongly the establishment of school-district libraries. (52 pp.)

The fourth report, 1840, points out the desirability of union schools for the sake of grading and classifying the pupils, and cheapening the cost of instruction. It

shows the value of regularity and punctuality in attendance. (40 pp.)

The fifth report, 1841, has a world-wide fame for its presentation of the advantages of education, the effect of it upon the fortunes of men, the production of property, the multiplication of human comforts and all the elements of material well being. He showed how education awakened thought, increased the sources of the individual, opened his eyes to the possibility of combinations not seen by the uneducated. The circular letter which he prepared making enquiries of manufacturers and men of business, is the most suggestive letter of its kind. This report deserves to be published in a pamphlet and placed in the hands of the people of every generation (37 pp.).

In his sixth report, 1842, he presents the subject of physiology and its importance as a branch to be taught in the schools (100 pp.).

The seventh report, 1843, records his observations in European schools and starts endless questions regarding the methods of organization and instruction, bringing into light the questions of corporal punishment and the overcultivation of the memory of words. He describes in an eloquent manner the evils of a partial system of education, and treats in a judicial manner the advantages and disadvantages of the schools that he found in Scotland, Prussia, and Saxony. (190 pp.)

In the eighth report, 1844, he treats of the employment of female teachers and of the method of conducting teachers' institutes, teachers' associations, and the study of vocal music. (30 pp.)

In his ninth report, 1845, he discusses the motives to which the teacher should appeal; describes the school vices to be avoided: points out the transcendent importance of moral instruction and shows how obedience should be secured by affection and respect and not by fear. He treats of the dangers of truancy and the prevention of whispering, and a variety of practical difficulties that meet the teacher in the school-room. And shows how to avoid the evils of emulation and commends the system of instruction by induction instead of deduction, and the importance of substituting investigation for memorizing. (104 pp.)

The tenth report, 1846, gives the history of the common-school system in Massachusetts, and shows the relation which education holds to the future generations of the commonwealth. (35 pp.)

The eleventh report, 1847, makes a strong presentation of the power of the common schools to redeem the state from social evils and crimes. There is a circular letter of inquiry with regard to the effect of education in the prevention of vice and crime. The letter of 1841 had inquired regarding the effect of education upon thrift and industry; replies obtained to the letter of 1847 gave encouraging facts and opinions in regard to the moral effect of school education. The report continues to discuss the qualifications of teachers and the methods of securing regular attendance of children, and paints a picture of the effect of universal education:

"Every follower of God and friend of humankind will find the only sure means of carrying forward the particular reform to which he is devoted in universal education. In whatever department of philanthropy he may be engaged he will find that department to be only a segment of the great circle of beneficence of which universal education is the center and circumference." (80 pp.)

The twelfth and last report of Horace Mann presents anew the capacity of the common school system to improve the pecuniary condition and elevate the intellectual, moral, and religious character of the commonwealth, repeating with new force the arguments brought forward in previous reports. He shows the importance of religion and the reading of the Bible in the common school; shows the importance of health and the necessity of providing for physical training in the school-room; sets forth the necessity of the schools, for the political education of the citizens. His devices to show the use of intelligence gained in the schools to the mechanic, the merchant, and the farmer, seem inexhaustible. (120 pp.)

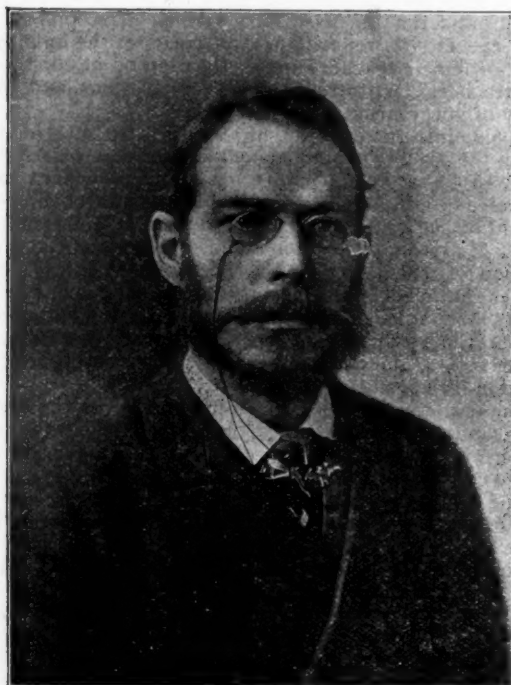
Literature and American Literature.*

By BRANDER MATTHEWS.

The history of mankind is little more than the list of civilizations that have arisen one on the ruin of the other, the Roman supplanting the Greek, as the Assyrian had been ousted by the Babylonian. The life of each of these successive civilizations was proportioned to the vitality of the ideas by which it was animated; and we cannot estimate it or even understand it except in so far as we are able to grasp these underlying principles. What the ideas were which dominated these vanished civilizations it is for us to discover for ourselves as best we may by a study of all the records they left behind them, and especially by a reverent examination of their laws, their arts, and their writings, in so far as these have been preserved to us. Of all these relics of peoples now dead and gone none is so instructive as literature, and none is so interesting; by its aid we are enabled to reconstruct the past, as we are also helped to understand the present.

THREE PRE-EMINENT LITERATURES.

Of the literatures which thus explain to us our fellow-man as he was and as he is three seem to me pre-eminent, standing out and above the others not only by reason of the greater number of men of genius who have illustrated them, but also by reason of their own more persistent strength and their own broader variety. These three literatures are the Greek, the French, and the English.



BRANDER MATTHEWS, Professor of Literature, Columbia College.

There are great names in the other modern languages no doubt—the names of Dante and of Cervantes and of Goethe, than which, indeed, there are none greater. In French literature, however, and in English there are not wanting names as mighty as these. Fortunately, the possession of genius is not the privilege of any one language of any one country or of any one century. Where French literature and English can claim superiority over Italian, Spanish, and German, is rather in sustaining a higher average of excellence for a longer period of time. The literatures of the Italian language, of the Spanish, and of the German have no such beauro of writers of the first rank as illustrates the literatures of the French and of the English.

There is perhaps no more manly instrument of precision than the Latin language, none which better repays the struggle for its mastery; but Latin literature, if not second rate, when tried by the loftiest standards, is at least secondary, being transplanted from Greece and lacking resolute roots in its own soil. Nor is any dispute possible as to the high value of Hebrew literature; as Coleridge declared with characteristic insight, "sublimity is Hebrew by birth;" but Hebrew literature has not the wide range of the Greek nor its impeccable beauty.

"Art is only form," said George Sand; and Goethe declared that the "highest operation of art is form-giving." If we accept these sayings there is no need to dwell on the supreme distinction

of Greek literature, for it is only in Greek that we find the undying perfection of form. It is there only that we have clear and deep thought always beautifully embodied. Indeed truth and beauty govern Greek literature so absolutely that, old as it is, it seems to us ever fresh and eternally young. After two thousand years and more it strikes us to day as startlingly modern. Thoreau—whose own phrase was often Attic in its delicate precision—Thoreau asked, "What are the classics but the noblest recorded thoughts of man? They are the only oracles that are not decayed."

Nevertheless the world has kept restlessly moving since the fall of Athens, and mankind has developed needs that Greeks knew not. As Moliere puts it pithily, "The ancients are the ancients and we are the men of to day." There are questions in America now, and not a few of them undreamed of in Sparta; and for the answers to these it is vain to go to Greek literature, modern as it may be in so many ways.

FRENCH LITERATURE.

French literature has not a little of the moderation and of the charm of Greek literature. It is not violent, it is not boisterous even; it is never freakish. It has balance and order and a broad sanity. It has an unflinching sense of style. It has lightness of touch and it has also and always intellectual seriousness. The literature is like the language; and Voltaire declared that what was not clear was not French. And the language itself is the fit instrument of the people who use it and who have refined it for their needs—a people logical beyond all others, gifted in mathematics, devoid of hypocrisy, law-abiding, governed by the social instinct, inheritors of the Latin tradition and yet infused with the Celtic spirit.

To those of us who are controlled by the Anglo-Saxon ideals, whether or not we come of English stock, to those of us who adhere to Anglo-Saxon conventions no other literature can serve as a better corrective of our inherited tendencies than the French. The chief characteristic of English literature is energy, power often ill-restrained, vigor often superabundant. From the earliest rude war songs of the stalwart Saxon fighters who were beginning to make the English language to the latest short story setting forth the strife of an American mining camp, there is never any lack of force in English literature. There is always the Teutonic boldness and rudeness—the Teutonic readiness to push forward and to shoulder the rest of the world out of the way—the Teutonic independence that leads every man to fight for his own hand, like the smith in Scott's story. What we do not discover in English literature, with all its overmastering vitality, its economy of effort, the French self-control, the Greek sense of form.

French literature and English literature have existed side by side for many centuries, each of them influencing the other now and again, and yet each of them preserving its own individuality, always and ever revealing the dominant characteristics of the people speaking its language. We need not attempt to weigh them one against the other, and to measure them with a foot-rule, and to declare which is the greater. Equal they may be in the past and in the present; equal in the future they are not likely to be. The qualities which make French literature what it is tend also to keep the French race from expansion; just as the qualities which make English literature what it is have sent the English-speaking stock forth to fill up the waste places of the earth and to wrest new lands from hostile savages or from inhospitable nature.

French was the language of the courts of Europe when English was little better than a dialect of rough islanders. When Chaucer chose his native English as the vehicle of his verse he showed both courage and prescience—courage and a prescience lacking in Bacon, who lived two hundred years later, and who did not feel himself insured against Time until his great work was safely entombed in Latin. Even at the beginning of the nineteenth century there were more men and women in the world speaking French than there were speaking English. But now at the end of the nineteenth century, with the steady spread of our stock into the four quarters of the world, there are more than twice as many people using English as there are using French.

And the end is not yet; for while four-fifths of those who have French for their mother tongue abide in France or along its borders not a third of those who have English for their mother tongue dwell in England. Not only in England, Ireland, and Scotland is English spoken, and in all the many British colonies which encompass the globe about; it is also the native speech of the people of the United States. English is the language of the stock which bids fair to prove itself the most masterful, hardy, and prolific, and which seems to possess a marvelous faculty for assimilating members of other allied stems, and of getting these newly received elements to accept its own hereditary ideals.

ENGLISH LANGUAGE AND LITERATURE.

English literature is likely, therefore, to become in the future relatively more important and absolutely more influential. As there has been no relaxing of energy among the peoples that now speak the English language, probably there will be no alteration of the chief characteristic of English literature, although in time

*Full text of address before N. E. A., at Buffalo, July 8, 1896.

the changes of environment must make more or less modification inevitable. It will be curious to see in a century how the ideals and the practices of the race will alter, after the race is no longer pent up in an island, after it has scattered itself over the world and assimilated other elements and adjusted itself to other social organizations. Here in America we can see already some of these results, for already is the American differentiated from the Englishman. We may not be able to declare clearly where-in the difference consists; but we all recognize it plainly enough.

Col. Higginson has suggested that the American has an added drop more of nervous fluid than the Englishman. It is perhaps apparent already that the American is swifter than the Englishman, slighter in build, springier in gait. Social changes are as evident as physical. Lowell remarked that if it was a good thing for an English duke that he had no social superior, it surely was not a bad thing for a Yankee farmer. Socially the American is less girt in by caste than the Englishman. These differences, obvious in life, are visible also in literature. We feel now, even if we do not care to define, the unlikeness of the writing of the British authors to the writing of the American authors. Neither man nor nature is the same in Great Britain as it is in the United States; and of necessity, therefore, there cannot be any identity between the points of view of the men of letters of the two countries.

In time, as there come to be more writers in Canada, we shall have a perspective from yet another point of view; and in due season others will be presented to us from Australia and India. No doubt these future authors will cherish the tradition of English literature as loyally as we Americans cherish it here in the United States—as loyally as the British cherish it in the little group of islands which was once the home of the ancestors of us all. Race characteristics are inexorable, and it is very unlikely that there will ever be any irreconcilable divergence between these separate divisions of the English-speaking peoples. English literature will continue to flourish as sturdily as ever after the parent stem has parted into five branches. All of these branches will take the same pride in their descent from a common stock, and in their possession of a common literature and of a common language. A common language I say, for the English language belongs to all those who use it, whether they live in London, or in Chicago, or in Melbourne.

It is not a little strange that it should now ever be needful to say that the British have no more ownership of the English language than we Americans have. The English language is the mother tongue of the inhabitants of the British Isles, but so it is also the mother tongue of the inhabitants of the United States. It is not a loan to us, which may be recalled; it is not a gift which we have accepted; it is a heritage, which we derived from our forefathers. We hold it by right of birth, and our title to it is just as good as the title of our kin across the sea. No younger brother's portion is it that we claim in the English language, but a whole and undivided half. It is an American possession as it is a British possession, no more and no less; and we hold it on the same terms that our cousins do. We have the rights of ownership and the responsibilities also, exactly as they have, and to exactly the same extent. The English language belongs to us also; it is ours to use as we please, just as the common law is ours to modify according to our own needs; it is ours for us to keep pure and healthy; and it is ours for us to hand down to our children unimpaired in strength and in subtlety.

And as the language is a possession common to all the English-speaking peoples, so also is the literature. A share in the fame of Chaucer and Shakespeare, of Milton and of Dryden, is part of the inheritance of every one of us who has English for his mother-tongue, whatever his fatherland. If there be anywhere a great poet or novelist or historian, it matters not where his birth or residence or what his nationality, if he makes use of the English language he is contributing to English literature. To distinguish the younger divisions of English literature from the older, we shall have to call that older division British, meaning thereby that portion of our common literature which is now produced by those who were left behind in the old home when the rest of the family went forth one by one to make their way in the world. Thus English literature, which was one and undivided till the end of the Eighteenth century, has now in the Nineteenth century two chief divisions—British and American; and it bids fair in the Twentieth century to have three more—Canadian, Australian, and Indian.

BRITISH AND AMERICAN.

Some such distinction between the several existing divisions of the English literature of our own time is needful, and it will be found useful. Absurd and very misleading is the antithesis sometimes made between American literature and English, since the American is but one of the divisions of the English literature of our time. Not long ago a pupil of one of the best private schools in New York maintained that American literature was just as important as English literature, producing in proof two companion manuals, of the same size externally, although, of course, internally on a wholly different scale. Such a lack of

proportion in the treatment of different parts of the literature of the English language is foolish and harmful. But a comparison of American literature with the merely British literature of to-day might be proper enough. What we need to grasp clearly is the fact that the stream of English literature had only one channel until the end of the last century, and that in this century it has two channels. The new mouth that this massive current has made for itself is American, and so we are compelled to call the old mouth British.

Through which of these channels the fuller stream shall flow in the next century no man can foretell to-day. It is a fact that the population of these United States is now nearly twice as large as the population of the British Isles, and not inferior in ability or in energy. But it is a fact also that in America a smaller proportion of the ability and the energy of the people seems to be devoted to the cause of letters. In a new country life itself offers the widest opportunities; and literature here has keener rivals and more of them than it can have in a land which has been cleared and tilled and tended since a time whereof the memory of man runneth not to the contrary. The earliest Americans had other duties than the writing of books; they had to lay deep the broad foundations of this mighty nation. It was more than 200 years after the establishment of the first trading post on the Island of Manhattan before Washington Irving published the "Sketch Book," the first work of American authorship to win a wide popularity beyond the borders of our own country—before Fenimore Cooper, a little later, published "The Spy," the first work of American authorship to win a wide popularity beyond the borders of our own language. We may say that American literature is now but little older than the three score years and ten allotted as the span of a man's natural life.

We had had authors, it is true, in the eighteenth century, and at least two of these, Jonathan Edwards and Benjamin Franklin, hold high rank; but it was not until towards the end of the first quarter of the nineteenth century that we began really to have a literature. It is scarcely an overstatement to say that there are men alive to-day who are as old as American literature is. But in the past three quarters of a century American literature has taken root firmly, and blossomed forth abundantly, and spread itself abroad sturdily. Emerson followed Edwards and Franklin, Hawthorne and Poe followed Irving and Cooper. Bryant proved that Nature here in America was fit for the purposes of art; and he was followed by Longfellow and Lowell, by Whittier and Holmes.

During these same threescore years and ten there were great writers in the other branch of the literature of our language, in British literature, perhaps greater writers than there were here in America, and of a certainty there were more of them. There is no need now to call the roll of the mighty men of letters alive in England at the middle of this century. But much as we admire these British authors, much as we respect them, I do not think that they are as close to us as the authors of our own country; we do not cherish them with the same affection. Just as the modern literatures are nearer to us than the ancient, because we ourselves are modern, just as English literature is nearer to us than French, because we ourselves speak English, so the American division of that literature is closer to us than the British. It helps us to understand one another, and it explains us to ourselves. If we accept the statement that, after all, literature is only a criticism of life, it is of value in proportion as its criticism of life is truthful. Surely it needs no argument to show that the life it is most needful for us Americans to have criticised truthfully is our own life. It is only in our own literature that we can hope to learn the truth about ourselves; and this, indeed, is what we must always insist upon in our literature—the truth, the whole truth, and nothing but the truth. Lowell reminded us that Goethe went to the root of the matter when he said that "people are always talking of the study of the ancients; yet what does this mean but apply yourself to the actual world and seek to express it, since this is what the ancients did when they were alive?"

PROVINCIALISM AND COLONIALISM:

As we consider the brief history of the American branch of English literature, we can see that the growth of a healthy feeling in regard to it has been hindered by two unfortunate failings—provincialism and colonialism. By provincialism I mean the spirit of Little Peddlington, the spirit that makes swans of all our geese. By colonialism I mean the attitude of looking humbly towards the old country for guidance and for counsel even about our own affairs.

Provincialism is local pride unduly inflated. It is the temper that is ready to hail as a Swan of Avon any local gosling who has taught himself to make an unnatural use of his own quills. It is always tempting us to stand on tiptoe to proclaim our own superiority. It prevents our seeing ourselves in proper proportion to the rest of the world. It leads to the preparation of school manuals in which the three score years and ten of American literature are made equal in importance to the thousand years of literature produced in Great Britain. It tends to render a modest

writer like Longfellow ridiculous by comparing him implicitly with the half dozen world poets. In the final resort, no doubt, every people must be the judge of its own authors; but before that final judgment is rendered every people consults the precedents, and measures its own local favorites by the cosmopolitan and eternal standards.

Colonialism is shown in the timid deference towards foreign opinion about our own deeds and in the unquestioning acceptance of the foreign estimate upon our own writers. It might be defined almost as a willingness to be second-hand—a feeling which finds satisfaction in calling Irving the American Goldsmith; Cooper, the American Scott; Bryant, the American Wordsworth, and Whittier, the American Burns. Fifty years ago, when this silly trick was far more prevalent than it is now, Lowell satirized it in the "Fables for Critics":

"Why, there's scarcely a huddle of log huts and shanties
That has not brought forth its Miltons and Dantes;
I myself know ten Byrons, one Coleridge, three Shelleys,
Two Raphaels, six Titians (I think), one Apelles,
Leonardos and Rubenses plenty as lichens;
One (but that one is plenty) American Dickens,
A whole flock of Lambs, any number of Tennysons,
In short, if a man has the luck to have any sons,
He may feel pretty certain that one out of twain
Will be some very great person over again."

And elsewhere in the same poem Lowell protests against the literature that

"Suits each whisper and motion
To what will be thought of it over the ocean."

The corrective of colonialism is a manly self-respect, a whole-some self-reliance, a wish to stand firmly on our own feet, a resolve to survey life with our own eyes and not through any imported spectacles. The New World has already brought forth men of action—Washington, for example, and Lincoln—worthy of comparison with the best that the Old World has enrolled on her records. Has the New World produced any man of letters of corresponding rank? Matthew Arnold thought that there were only five world classics—Homer, Dante, Shakespeare, Milton, and Goethe. This seems a list unduly scantied; but it would need to be five times larger before it included a single American name. What of it? Even if the American poets are no one of them to be inscribed among the two-score chief singers of the world, they are not the less interesting to us Americans, not the less inspiring. When an English author suggested to Sainte-Beuve that he did not think Lamartine an important poet, the great French critic suavely answered, "He is important to us." Without Lamartine there would be a blank in French literature. So we Americans may see clearly the defects of Bryant and of Whittier, and yet we may say that they are important to us, even though they, like Lamartine, are not among the foremost poets of their language or of their country.

Colonialism and provincialism, although they seem mutually destructive, still manage somehow to exist side by side in our criticism to-day. The best cure for them is a study of the two other great literatures, Greek and French. Too much attention to contemporary British literature is dangerous for us, since its chief characteristics are ours by inheritance. Matthew Arnold held that it was the work of supererogation for Carlyle to preach earnestness to the English, who already abounded in that sense. For us to follow the lead of the British in literature or in any other art is but saying ditto to ourselves. It is like the marriage of cousins—and for the same reasons to be deplored. But the study of Greek literature supplies us instantly with the eternal standards, the use of which cannot but be fatal to provincialism. And the study of French literature, which is as modern as our own and yet as different as may be in its ideals and its methods, is likely to serve as a certain antidote to colonialism.

THE THING TO DO.

The study of Greek literature, the greatest of the literatures of the past, and the study of French literature, the other great literature of the present, will lead us towards that American cosmopolitanism which is the antithesis of both provincialism and colonialism. An American cosmopolitan, I said, for I agree with Coleridge in thinking that "the cosmopolitanism which does not spring out of, and blossom upon, the deep-rooted stem of nationality or patriotism, is a spurious and rotten growth." Stendhal, a Frenchman who did not care for France, and who found himself a man without a country, had for a motto, "I come from Cosmopolis." A fit motto for an American author might be, "I go to Cosmopolis"—I go to see the best the world has to offer, the best being none too good for American use; I go as a visitor and I return always a loyal citizen to my own country.

As Plutarch tells us, "It is well to go for a light to another man's fire, but not to tarry by it, instead of kindling a torch of one's own." A torch of one's own!—that is a possession worth having, whether it be a flaming beacon on the hill-top or a tiny taper in the window. We cannot tell how far a little candle throws its beams, nor who is laying his course by its flickering light. The most that we can do—and it is also the least we should do—is to tend the flame carefully and to keep it steady.

Election of New Officers.

The following officers were elected for the ensuing year:

President: Charles R. Skinner, State Supt. of Public Instruction, Albany, N. Y.

Secretary: Irwin Shepard, Prin. State Normal School, Winona, Minn.

Treasurer: I. C. McNeill, Prin. State Normal School, West Superior, Wis. (Until recently assistant Supt. of Schools, Kansas City, Mo.)

Vice-Presidents: Newton C. Dougherty, of Illinois; W. H. Bartholemew, of Kentucky; J. N. Wilkinson, of Kansas; Thomas A. Futrall, of Arkansas; W. W. Stetson, of Maine; O. B. Cooper, of Texas; Emma F. Bates, of North Dakota; James K. Powers, of Alabama; C. G. Pearse, of Nebraska; J. H. Collins, of Illinois; Thomas B. Stockwell, of Rhode Island; J. T. Merrill, of Iowa.

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Ohio,	J. J. Burns, Defiance.
Oklahoma,	Pres. David R. Boyd, Univ. of Oklahoma, Norman.
Oregon,	M. G. Royal, Weston.
Pennsylvania,	State Supt. N. C. Schaeffer, Harrisburg.
Rhode Island,	Supt. Gilman C. Fisher, Pawtucket.
South Carolina,	W. H. Hand, Chester.
South Dakota,	Prof. Geo. M. Smith, Univ. of S. D., Vermillion.
Tennessee,	Prin. Wharton S. Jones, Memphis Inst., Memphis.
Texas,	Prin. H. C. Pritchett, Sam Houston Nor. Inst., Huntsville.
Utah,	Prin. W. R. Malone, High School, Salt Lake City.
Vermont,	State Supt. Mason Stone.
Virginia,	Supt. E. C. Glass, Lynchburg.
Washington,	Pres. Mark W. Harrington, Univ. of Wash., Seattle.
W. Virginia,	Pres. J. L. Goodnight, W. Va. Univ., Morgantown.
Wisconsin,	Prin. L. D. Harvey, State Nor. School, Milwaukee.
Wyoming,	A. L. Putnam, New Castle.

There will be no issue of THE JOURNAL for the weeks ending August 1 and 8.

National Educational Association,

The Convention at Buffalo, July 7-10, 1896.

Progressive Buffalo, the delightful "city of homes," as she has been fittingly called, gave a right royal welcome to the thousands of men and women engaged in educational work who attended the thirty-fifth annual convention of the National Educational Association. The arrangements for the reception, registration, housing, and entertainment of her visitors were most complete in every respect.

Treasurer I. C. McNeill was pleasantly surprised when he examined the tastefully decorated and conveniently arranged hall assigned to him and his army of assistants for the transaction of the vast amount of business connected with the enrollment of members, payment of annual dues, etc. "I have attended many meetings of this association," he told the writer, "but I must confess that never before have the preparations been so perfect. Why, this is almost ideal. We could not possibly wish for more. Every detail of the care for our needs and convenience seems to have been considered. You must tell the readers of *THE JOURNAL* about it, and do not forget to add that the credit for it all is due principally to Supt. Emerson and Secretary Swift. Mr. Swift must have spent an immense amount of labor in laying out the plans whose successful completion we behold here. He deserves a special vote of thanks. I am sure the N. E. A. is better quartered than it has ever been heretofore." Mr. McNeill is not the only one who thus expressed satisfaction at the completeness of the preparations. Everybody was delighted.

The business headquarters of the association were in the palatial Ellicott Square, the largest office building in the world, which had just been completed. It was fortunate that this building could be secured. A year hence the halls and offices occupied by the N. E. A. will undoubtedly all be tenanted. Besides the treasurer's office and place of registry, the convention post-office, state headquarters, trunk line office, social parlors, committee rooms, information bureau, etc., the Ellicott Square contained the educational exhibit which *THE JOURNAL* will describe more fully in a later number. An account of the part the Buffalo teachers took in receiving and caring for the entertainment of the members of the N. E. A. must also be deferred to a later date.

Everybody felt happy at Buffalo, the inhabitants because they were proud of their guests, the guests because nothing was lacking to make their brief stay enjoyable, even the weather-man who usually turns on the wrong register during convention week helped the local committee to put Buffalo's attractions in the best light. The temperature was delightfully pleasant. The wheel devotees took advantage of it and enjoyed the ride on the smooth pavements of the city immensely. Buffalo was declared by unanimous consent to be "the ideal biking town of the universe." The result was that a large number played truant during the morning and afternoon sessions. Fortunately their absence was not noticed. Such crowds! There must have been at least 17,000 visitors.

No previous meeting of the N. E. A. ever brought together so many of the eminent educational leaders of this country. In the lobby of the Iroquois hotel, the headquarters of the executive committee, at times one actually had to elbow one's way through greatness. Good old Dr. Harris, our nation's greatest philosopher, whom everybody loves and reveres was there, so were Dr. G. Stanley Hall, Col. Parker, Inspector Hughes, Dr. DeGarmo, Prof. Hinsdale, Miss Cropsey, Judge Draper, Dr. Schaeffer, Dr. J. M. Rice, Supt. C. B. Gilbert, the McMurrys, Supt. L. H. Jones, Dr. Larkin Dunton, Prof. E. E. Brown, Prof. Earl Barnes, Prof. Nicholas Murray Butler, Supt. Tarbell, Prof. Brander Matthews, Prof. Thurber, Dr. Ray Greene Huling, etc., etc., etc.

The department meetings were better attended than ever before, so much so that most of the meeting places assigned to them were wholly inadequate for the demands made upon them. There was never anything like this, never such a desire for knowledge and inspiration. *THE JOURNAL* will speak of the

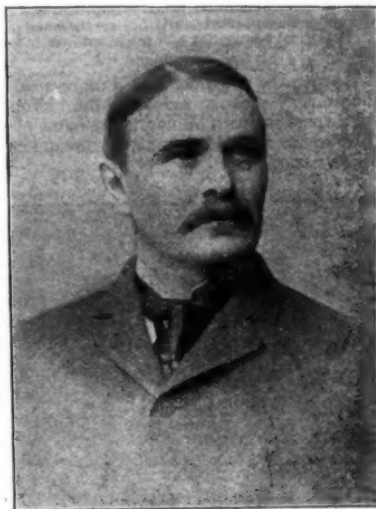
department meetings more fully in a later number. With only one or two exceptions the programs were most stimulating, helpful, and attractive.

The program prepared by President Newton C. Dougherty was admirable and in every respect the richest, most skilfully organized, and most satisfactorily carried out that could have been expected. As a presiding officer also Mr. Dougherty did excellently well. He adhered with firmness to the printed program and managed the vast throng of enthusiastic educators in a masterly way. He was particularly happy in his introduction of the eminent speakers whom he had secured for the meeting. The cheers which greeted him when he took the gavel to open the convention formally bore eloquent testimony of how glad the N. E. A. was to have him in the chair.

Before giving an account of the general sessions the writer would like to state that a report of the meeting of the National Council of Education will be found in a later number together with accounts of the doings of the various departments. Brief notes of distinguished people who were in attendance, incidents of interest, etc., will also be added. Abstracts of some notable addresses and papers appeared in these pages last week, also portraits of prominent participants in the convention.

The Opening Session.

Half an hour before the opening session began the large convention hall was filled to the doors. Thousands struggled in vain to gain admission. They evidently had not expected—nor did the local committee, for that matter—that Music Hall was not half large enough for the first general meeting. This was to be



SUPT. HENRY P. EMERSON, of Buffalo, N. Y., Chairman of Local Committee.

the great event of the convention and to be barred from it, after traveling perhaps hundreds, yes, thousands of miles, to be present was exasperating.

OVERFLOW MEETING.

It was seen at once that there would have to be an overflow meeting and another large hall was hurriedly secured. This hall, too, was filled in a few minutes and despite the fact that at least 2,100 got into the place there seemed to be fully as many as before who had no place to go. At the overflow meeting the program was necessarily short, but the delegates there had the pleasure of hearing Dr. Harris speak on Horace Mann. A treat which they had particularly come to enjoy.

Addresses of Welcome.

Meanwhile enthusiasm ran high in the main hall. On the stage were seated the officers and directors of the N. E. A., and those fortunate enough to secure tickets. The boxes were filled with prom-

inent educators from all parts of the country. The reading desk was draped with the national colors. All the boxes were decorated with flags. Palms were grouped on either end of the stage and extending down to the main floor. On the table behind which the president and secretary sat was a large vase filled with La France roses.

At 2.40 the assemblage was called to order by Supt. Henry P. Emerson, the chairman of the local committee. Bishop Cox opened the meeting with prayer. His eloquent invocation was, in part, as follows:

"Blessed be Thy Name, O Lord, that Thou hast provided for our country men and women devoted to its nobler interests; to the increase of sound learning, and the culture of all arts that ennoble the human mind and that develop in the immortal spirit the love of pure morality and eternal truth. Look upon us here assembled from far and near, in fulfilment of Thy revealed will that in this latter day many should run to and fro, and that knowledge should be increased. For we are not here to dispute about temporal interests; much less for any personal interests of our own; but leaving questions of gold and silver to other places and to other men (to whom we beseech Thee to give wisdom and understanding according to their needs), we implore Thy especial blessing on our endeavors to promote those interests of our country which are deeper and higher, which are the foundation of all by which a nation can truly prosper, and which uplift human character above all that is sordid and selfish, to that which makes man live for man, and struggle towards the perfection of the human race. Make such to be our purpose, with singleness of heart and with eyes opened to perceive what we ought to do, and give us strength and grace faithfully to perform the same."

The usual addresses of welcome and responses followed. Selections of vocal music added variety. Supt. Emerson was the first speaker. He spoke of the remarkable growth of the N. E. A. since it met in Buffalo for the first time, thirty-six years ago, when there were only about one hundred delegates present. Referring to the educational growth of Buffalo he said:

"During the past year we have opened eight large school buildings with a seating capacity of over 6,000. Our schools are our pride. We welcome you doubly for their sakes. We know how much your coming means to them."

Gen. Edgar B. Jewett, the mayor of Buffalo, followed. Among other pleasant things he said:

"I feel that in coming to Buffalo you have come to a city which is sincerely friendly to the cause of education. During the last two years our people have spent over \$1,000,000 for new schools, and I think we have erected some of the best buildings in the country."

"We have a most efficient superintendent in whom the people recently expressed their confidence by giving him the greatest majority ever given a candidate for office in the city."

"It is the aim of the present administration to improve the schools in every way, and we will not cease our efforts until they are the equal of any schools in the country. This great convention will prove a powerful help and stimulus to our work."

Dr. Ida C. Bender, the untiring and progressive supervisor of the Buffalo primary schools, welcomed the visitors in a brief, eloquent address sparkling with humor, in the name of the women of Buffalo. She made a decided hit, and the audience cheered her as she took her seat.



STATE SUPT. NATHAN C. SCHAEFFER, of Pennsylvania.

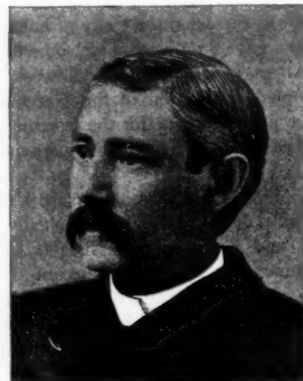
State Supt. Charles R. Skinner in his address spoke of the great advance made in recent years in the public instruction of the children of the Empire state.

"We welcome you," he said, "to the greatest state in the union, to a state which spends annually one-third of all its money raised by taxation on its public schools, and last year expended \$22,000,000 on education."

"We have 36,000 faithful, hard working teachers in this state and they are training our youth in a way they should go and instilling them with that ideal of civic honor which feels a stain upon our flag like a wound."

Supt. Skinner paid glowing tributes to the women teachers of the state, and he aroused tremendous enthusiasm when he declared that "every woman who does a man's work should be paid a man's wages without quibbling."

He praised in hearty terms the reception given the delegates in Buffalo, and declared that at no meeting in the history of the association had such a splendid welcome been given to the teachers.



SUPT. J. M. GREENWOOD, Kansas City, Mo.

RESPONSES.

"Everybody knows Dr. Harris," said President Dougherty, in introducing the U. S. commissioner of education. Everybody did. And the grand old man as he stepped forward got such a welcome as was not accorded to any one else. He said:

"In the name of the national bureau of education I thank you for your kind welcome to this city of Buffalo. We have come here with interest and pleasure to see the great town that stands at the eastern gate of the vast inland sea of North America, just as Byzantium or Constantinople stands at the eastern gate of the Mediterranean. We have come to see the sources of your power and to confer with you on questions of method and policy in education. The leaders of education have heard of the new departure here in school management and in the higher training of teachers, and they have been looking expectantly to you for an interesting and instructive experience. In the few days of our visit with you we shall hope to discuss our problems in the light of principles and practical experiments. We are all earnest in our search for an education that will best succeed in helping children to help themselves. We do not intend to raise up a governing class separate and apart from the class to be governed. The people shall be the law-makers and the rulers and at the same time they shall be ruled by the law, obedient to their self-chosen government and respecting the laws that they have made. The school we see best fits for this life of free citizenship by its strict discipline, its orderly conduct, its instruction in the symbols of thought, its initiation into letters and technical expressions which have been used to preserve the experience and wisdom of civilized people."

"Two great objects are secured in our elementary, secondary, and higher education. On the one hand the child learns how to conquer and subdue the forces of nature—how to make these subservient to rational ends. Natural science and mathematics place in his hands the mastery over those tools of thought which lay a spell on the organic and the inorganic production of the world and turn them into wealth and means for spiritual progress. On the other hand education in the school gives the pupil an insight into the nature of his fellow-men. He learns their motives and springs of action. He becomes familiar with their feelings and convictions and the grounds for them. This enables him to step forth as a citizen able to contribute to the formation of a healthful public opinion and to adopt and execute its behests. Our school educated population shall be less and less given to sudden gusts of passionate impulse and more and more given to deliberation and conscious of what is good. Let us rejoice that we are met with you here in these summer days in your delightfully cool and health-abounding city to confer on these important themes of our profession."

Prof. Earl Barnes, of California, made a happy reference to the rampant talk in the East of sectional differences. He said that he had been pained within the last few days to hear of suggestions of Western secession.

"I am glad, however," he said, "that I had to come East to hear such talk. No such feeling exists. California is loyal and in the cause of the nation will give its best support, and if necessary the lives of its citizens." In order to bring "pedagogical proof" of California's devotion Prof. Barnes told of the children of the empire of the West who were taught the story of George Washington and the cherry tree and then collaborated on a history of the same. "That book is the most popular of all books among our children out West. What better proof of devotion do you desire?" asked Prof. Barnes.

Prof. Edwin A. Alderman, of the University of North Carolina, was to have responded on behalf of the South, but was unable to be present on account of sickness.

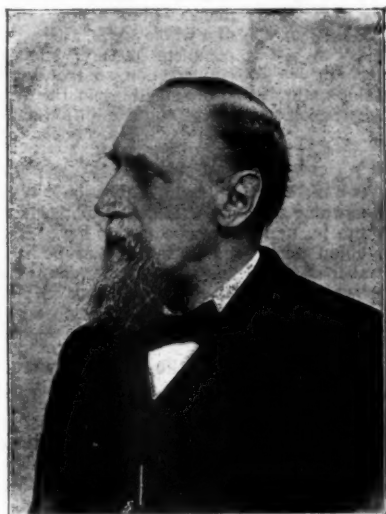
Horace Mann.

At the close of the responses Dr. Harris came again to the front and delivered a remarkable address on "Horace Mann." This was in every respect the great event of the convention. The inspiring tribute this greatest philosopher among the educators of the present paid to the father of the American common school should be read by every teacher in this country. It is printed in full in the present number.

The paper of Dr. Harris was followed by ten minute speeches by State Supt. Henry Sabin, of Iowa; State Supt. N. C. Schaeffer, of Pennsylvania; Supt. F. Louis Soldan, of St. Louis, Mo.; Supt. Aaron Gove, of Denver, Col.; Supt. James M. Greenwood, of Kansas City, Mo.; and Editor A. E. Winship, of the *New England Journal of Education*.

ABSTRACT OF STATE SUPERINTENDENT SABIN'S PAPER.

Horace Mann's will, his intellect, and his great heart rendered him immortal. He was born, like Lincoln, of the common people, and stands forth as the grand central figure of his times, who first espoused the cause of the common school.



STATE SUPT. HENRY SABIN, of Iowa.

"We must educate the people." To this cause he gave his whole soul, and labored with all his strength.

We can build no monument to such a man. He built his life into the lives of the people and his memory must abide forever. He possessed the true spirit of teaching in his patience, endurance, self-sacrifice, and self-consecration. Horace Mann was distinctively an American in all his instincts. The tendency of the present day to overload the intellect at the expense of the moral nature is criminal in the extreme, and must result disastrously in the end. The course of study must be enriched on the side of the heart rather than the head. In all Horace Mann's writings he makes very prominent the thought that as we strengthen the intellect we must also quicken the conscience; that as we add to the impulsive we must also add to the regulative powers. An intellectual class with no love of man in their hearts, and an ignorant depraved class with no fear of God before their eyes, form a dangerous state in society.

First Evening Session.

The president's address had as its subject "Do the Public Schools Meet Reasonable Expectations?" It gave an inspiring account of the great work our common schools are doing to uplift the masses, give them a taste of the higher life of true culture, and spur them to struggle for the high ideals of noble manhood and womanhood. Mr. Dougherty said:

"We are prepared to say that the schools shall be required to stimulate the higher tendencies of the human being and to regulate and suppress the lower. We affirm that the intelligence developed in free schools, and the moral influence wielded in them, tend to make better citizens of the pupils than those pupils would otherwise have become. We have the right to expect that the work done in the schools will strengthen the habit of industry, intensify the spirit of genuine patriotism, and that the young men and women who have taught in these schools will have a clearer notion of that which is essential to the prosperity of a community than they would otherwise have had. We expect them to be able to discern the difference, in some degree, at least, between true liberty and the unbridled license which sometimes assumes the name. We expect them to have some apprehension of the fact that the mere possession of money is not necessarily a source of happiness. In other words, we expect these children to come forth out of these schools better equipped for the real work of life than they would have been had not free schools existed. There are many ways in which, it seems to me, good school work tends to form and fix good habits, and to develop a strong and healthy moral character. I believe that on the whole our schools make for righteousness as well as for intelligence.

"Undoubtedly, the failure of the public schools to meet the highest expectations is largely due to the lack of thoroughness sometimes exhibited in the work. This deficiency takes on two forms, the facts and principles acquired by the learner and loosely and feebly grasped, and in too many instances superficial facts and principles are dealt with. This condition arises in part from the lack of philosophical preparation on the part of the teachers, and in part from the want of appreciation of good work on the part of parents and school officers. Too many pupils are placed under the care of one teacher, and trifling matters are allowed to interfere with the attendance of children upon the schools.

"But the free public school has met all reasonable expectations. It has given us increased power in the production of wealth. It has diminished pauperism by opening new avenues of labor, and by showing how money can be saved as well as earned. It has made more of social life, and there is less crime to be supported or punished. It has opened nobler fields of ambition than fields of war, it has cherished human brotherhood; it has furnished a skilled force at hand for constant wants and emergencies; a force that has built our railroads and opened our mines, established our workshops, built our ships, and made the waste places "blossom as the rose." It has made our people contented and happy to remain in the place of their birth, wearing out their lives in useful industries, realizing that nowhere else can be found better or wiser instruction for their children and that that instruction would nowhere be more generously appreciated. It has made the children of the Saxon, the Norman, the Celt, and the Teuton Americans. It will make the decision at the ballot-box next November a decision which shall be in accord with national honor and true economic principles. It does fulfil all reasonable expectations. Let us show our thorough belief in it by striving to perpetuate and improve it."

DR. BUTLER'S ADDRESS.

The address of Professor Nicholas Murray Butler was a master-work. The brilliant speaker enthused the audience and many a heart that had lost faith in the stability and efficiency of democracy took new hope. His address will be found in *THE JOURNAL* next week.

Mention ought to be made also of the musical features of the program. The Principals' Male Quartet, of Chicago, gave a few selections that were greatly enjoyed, and Mrs. Clara Barnes Holmes charmed the audience with her beautiful rendition of a simple song by Schumann and an "Invocation to Allah."

Morning Sessions.

I. Literature.

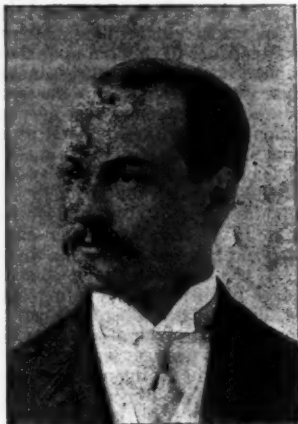
Three subjects formed the centers of discussion in the morning sessions, viz., literature, nature study, and sociology. The speakers on the first topic were Prof. Brander Matthews, of Columbia university, New York city; Prof. W. P. Trent, University of the South; and Mrs. Ella F. Young, assistant superintendent of schools, Chicago. The paper of Prof. Matthews is printed in full in this number and abstracts are given of the addresses of Prof. Trent and Mrs. Young.

The Teaching of Literature.

(Abstract of paper by Prof. William P. Trent.)

Modern educational systems are generally defective in the appeal they make to the emotions of the young. This is not the case with the Greeks who used poetry and music to make such appeal. We should follow their example and use literature, especially poetry chiefly for the purpose of imparting ideas and thus affecting the soul rather than for the purpose of imparting facts and thus affecting the mind. Hence literary history as well as criticism and philology should be sparingly used in school classes devoted to literature, because these studies, though valuable, are not literature and do not appeal strongly to the emotions. Nor should strict examinations be insisted on in such classes. Examinations are concerned with matters of fact, and there are a sufficient number of studies in the ordinary curriculum to bear this test and so furnish marks and gradings. We can, therefore, dispense with all save a minimum amount of questioning and answering in a study that should appeal chiefly to the emotions and that yields few good results when pursued mechanically. This being so, the teacher who is cut off from any considerable use of history and criticism, of examination and marking, must rely chiefly on sympathetic reading of the best literature in order to make the desired appeal to the emotions of his pupils. He should use literary history only in so far as the facts given will arouse interest in the author or the work read, and he should use criticism chiefly to determine beforehand the kind of works that will yield the best results for school purposes.

In other words, school work in literature should be freed, as far as possible, from the technicalities of criticism and from mechanical methods of teaching, and should have for the chief object the stimulation of the pupil's sense for beauty, and truth and goodness through an appeal to his emotions made by sympathetic reading, and interpretation of the simpler masterpieces. Ex-



PROF. NICHOLAS MURRAY BUTLER, Columbia College.

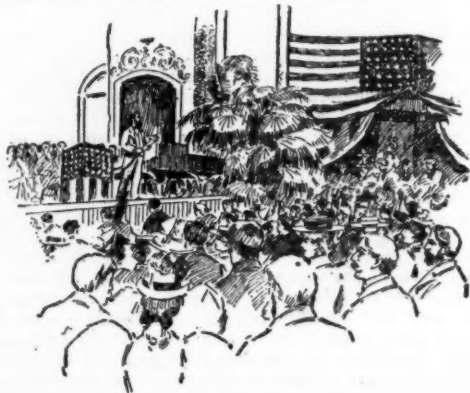
perience and theory alike convince us that this is the most fruitful use that can be made of literature, both in schools and in the lower classes in colleges. Critical teaching of literature should be chiefly confined to the upper classes in colleges and to universities.

Literature in Elementary Schools.

(Abstract of paper by Miss Ella F. Young, Chicago, Ills.)

It is not necessary to-day to present the claim of literature as an element in child-life, for the schools are moving forward, though hindered by theories based on custom, and weakened by the use of nature stories and adaptations of the classics, written by the non-literary. Literature is recognized distinctly as a subject in the course of study for elementary schools, and as such presents two topics for consideration:

First, a prescribed course in literature for those schools. Here and there is a syllabus of literature for the young, proposed by literature-loving teachers. These syllabi are in reality formulated accounts of interesting and successful efforts to make this great study of the human heart as presented in the beauty and power of thought and language, a part of the school life. As suggestions of possibilities, as records of the innate love of the young for the beautiful and the true they are invaluable, yet they should never be prescribed for any person excepting the authors, and even then the right to make changes should be reserved. Literature is a revelation of the possibilities of the soul. It makes the self realize its personal, its individual possibility. By putting a prescribed course in literature into the hand of the teacher, this permanent element, existing in every literary work, is ignored. The personal responsibility of selecting for, and sharing with the pupils, is not an element in the study. The book, the poem may be appreciated, but the teacher goes as a tool of a superior, not as one who having found a life giving thought must share it with the children. Most interesting accounts have been written of work in literature with children under fifteen years of age. Was ever such an account written by a teacher who, year after year, had carried out a course, prescribed in all its minute particulars, by another?



SCENE IN CONVENTION HALL.
Prof. Matthews speaking on "American Literature."

The second topic for consideration is the method of teaching literature below the high schools. Choice of words, construction of sentences, punctuation, all may be grouped under the technique of language. The same law holds here as in other subjects. Technique must be developed from and out of thought. Thought cannot be developed from and out of technique.



MRS. ELLA F. YOUNG, Chicago.

The danger of excessive analysis cannot be over-estimated. To read with no remark places the subject of literature outside of the molding influences of the school. The reading of a whole scene, the securing of a complete picture, should precede conversation, so that the conversation shall develop naturally out of something in the mind; something whose expression strengthens and ennobles the child as well as the teacher.

II. Nature Study.

"The Function of Nature Study in Education" was the topic of the second morning session. President David Starr Jordan, of Leland Stanford, Jr., university, who was to have been the principal speaker could not attend the meeting, as he had been appointed a member of the Bering Sea commission. But he had sent his paper which was read by Prof. Wilbur S. Jackman, of the normal school of Chicago and Cook county. Extracts from this excellent paper are given below.

1. In the Culture of the Moral Powers.

(Extracts from paper of Dr. Jordan.)

The faculty of knowing what to do, and then doing it, is a chief factor of education. To deal with truth is as necessary as to know it. There is a great impulse to virtue in knowing something well. This is the essence of nature study in all its forms.

History treats of the acts of men and nations, but it does not deal with the acts of the students. Their lives are developed by their own actions, not by the contemplation of the acts of others. If history is to be made a factor in moral training, it must be made a nature study. The lessons must be learned from original documents.

It is desirable that children should study the real rather than the theoretical. There is a greater moral value in the study



PRESIDENT DAVID STARR JORDAN, Leland Stanford Jr. University.

of magnets than in the comparison between "shall and will." It is better one should study birds and trees than postage stamps. There is benefit in knowing, and knowing that one knows why he knows. To know if you are right and then doing right is the basis of character.

The animal is a machine in action. All movements of the brain are the examples of automatic action.

The untrained brain learns its lesson poorly and its commands are ineffective and vacillating. Here rests a great argument for temperance in everything from the coffee habit to the protracted meeting.

If we can do nothing in any one case, it shows we know nothing about it. Whatever is so small we cannot handle, it is too small to be of importance. The sun and stars, the clouds and sky, are not what they seem. The truth of the picture by the sense decreases as the square of the distance increases. If it were not so we should be overwhelmed with truth.

The brain is charged with impulses to action, which have been passed on from generation to generation, and have endured because they are useful.

We are all narrow. The dog sees nothing which does not belong to his little world, and the man who is searching for mushrooms tramples down oak trees in his path.

Good impulses do not make action right or safe. In the long run actions are judged not by their motives, but by results alone. Wisdom is knowing what it is best to do next.

By the study of realities wisdom is built up. By relation to objects which he can touch and move, the child learns his own limitations, and gets some idea of what he has got to learn. "What can I do with it?" is the beginning of wisdom. As long as a child is in his own home he knows which is north and which is south, but send him away on a journey and everything appears to be wrong. He has been taken from his little world of reality, and he has to learn by dealing with new realities what to do next. It is not often that a man who knows what right is, does wrong. It is usually the result of ignorance, or else a perverted nature makes wrong appear right.

Sound methods are more important than sound information, and only the sane and the wise can be virtuous. The ultimate end of science is the regulation of human actions—to make them right. To make the world as it should be is the natural aim of art and science.

When a child is taken from nature to the school he goes into an atmosphere of conventionality. He is not to do and create, but must imitate. He is dragged through a wilderness of grammar to a desert of metaphysics. He does not go there or do as he is told because he wants to, but because he will be punished if he does not do it. He learns rapidly by rote, and so the teacher fills him to the brim with rote learning. That this is no slight defect can be seen in every community. There is no fraud so shameless that educated men cannot be deceived into supporting it.

The function of the schools should be to build up common sense. Folly should be crowded out, for we have built insane asylums for its accommodation.

Lack of obedience means the extinction of the race. Obedience must be the rule. By it men will follow the paths other men have found safe.

Government too good, as well as government too bad, has a wrong influence on men. Democracy is nature study on a grand scale. Its work goes on in a vast laboratory where experiments are carried on with the result that knowledge comes. The greatest university in the world is life itself.

Conventionality is not morality and can exist with vice as well as virtue. The welfare of man is not necessarily security from evil. The insight into unsafe paths, comes with education and experience. The development of common sense has given room also to the follies of the world. A sound knowledge of the cause and effect of human affairs is the safeguard of the world and it must be taught in the school. Thought without action will end in fatigue of the soul.

Nature studies are valued because they are associated with the interest and good work of youth. Nature is never obscure. She must be questioned seriously, but to every serious question she returns a simple, implicit, and serious answer.

2. In Elementary Education.

President M. G. Brumbaugh, of Juniata college, gave a paper on "The Function of Nature Study in Elementary Education." He is a vigorous and inspiring speaker and with his forceful presentation of the topic held the close attention of his audience throughout.

The following is an abstract of Dr. Brumbaugh's paper:

Object lessons are giving way to nature study and the new term is coming to mean a pleasant contemplation of the works of nature rather than a study of theories. What is nature's message to the child, and have we interpreted it? We need grammar far less than real grassy banks and rippling streams. These are the true literature, for no writer succeeds except in an occasional sentence to keep up the beauty of expression necessary to express nature.

We shall, of course, never be able to rid the world of the attitude of looking toward nature solely for material gain. But we must overcome it to some extent in the schools, or the child can never gain a perfect idea of nature's message. I do not undervalue the practical side of education, but I do protest against narrowing the child's vision and thus putting a drag upon his future existence. The child overtrained in school to classify color might visit an art gallery and talk color without seeing the picture. The eye that is reinforced by a sympathetic heart is better trained to observe things than that which is directed only by a cold trained intellect.

The first touch should be sympathetic—not systematic. First an artist, then a scientist. It is the great moment in a boy's life when he finds the thing he loves and which links him to the world without. The boy who has been led to be on speaking terms with some objective thing has made the greatest stride.

Every pupil should seek out and take possession of some secret haunt of his own. The country child has that opportunity, and it develops a largeness of soul. The city school can do the highest service by developing in the child a love of nature. The success is only limited by love of nature in the teacher's heart. No child is fitted to pursue systematic study unless he has felt a homesickness for the field and forest.



PRESIDENT M. G. BRUMBAUGH, of Juniata College.

There are dreamy children in every school, whose life light is burning low for the lack of opportunity to exercise this desire for vision. I have known children to whom objective things were but types, and who found the real only in nature. Few teachers appreciate these tendencies as of value, and they are too prone to tell the children to pay attention to the practical side of life.

The function of nature is fourfold and gives the opportunity to mold childhood into some class to which he is eminently fitted. The child should be led along the line of the least resistance, and he will learn to know nature, and will yet have his own intellectual outlook.

His usefulness will be enhanced, and he will learn that he was born for a purpose, and that he could not have been a man without being an educated man.

Discussions.

The discussion which followed was participated in by Pres. L. D. Harvey, of the state normal school at Milwaukee, Wis.; Prof. J. N. Wilkinson, of the state normal school, at Emporia, Kan.; Mrs. Eva D. Kellogg, editor of *Primary Education*, Chicago, and Dr. G. Stanley Hall.

President L. D. Harvey, of the state normal school at Milwaukee, took issue with the paper of Dr. David Starr Jordan.

"Dr. Jordan," he said, "says that 'action is the essence of character building.' I challenge the proposition. If action were the essence of character then the action of the tadpole should result in character building. There must be something more than action to develop moral power.

"I say that the essence of character building is motive expressing itself in action. Dr. Jordan calls for the elimination of the human equation in the statement of truth. I say that the human equation is here not to be eliminated but to be solved.

"Dr. Jordan would have us believe that a man who knows the right seldom does the wrong. I will leave it to the quiet conscience of each member of the convention if his or her 'doing' is on a par with his or her 'knowing.'

Mr. Harvey doubted the importance of the study of nature as outlined in the paper and intimated that time was hardly rife for its general introduction in the school as in his opinion, it had up to the present time proved to be a failure.

Prof. J. N. Wilkinson, of the state normal school at Emporia, Kan., said he could not believe the men who claimed that nature study was a great moral strengthener. "The savage," he remarked, "is in close touch with nature; his outdoor experience is unbounded, yet will Dr. Jordan claim that this savage is the best example of moral power." Mr. Wilkinson did not want to have his remarks understood as directed against nature study, but as opposing the undue prominence given to the study by over zealous advocates.

INTERPRETATION OF NATURE.

Mrs. Eva D. Kellogg, editor of *Primary Education*, Chicago, argued that the benefits of nature study depended upon the teacher. The one who went at it with a stern, determined air, and an array of statistics, whose eyes looked out upon a scientific world with a scholarly scowl, would fail. The teacher who used natural methods for nature study would succeed. Nature study by observation and not by figures was the drift of her argument.

In concluding her address Mrs. Kellogg said:

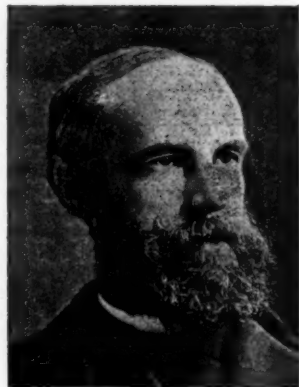
"We bring art into our school-rooms and decorate our school walls. We do well. But let us remember that the sense of beauty must first be cultivated, and restored to our children as a lost birthright, before art can open to them her treasures. It will be useless to point out the human sentiment and sympathy in Landseer's masterpieces till they have learned to recognize that look in animal life about them; or to call their attention to the tranquil pensiveness of a Corot, or the wondrous sky and charming foliage of a Claude Lorraine till they have learned to see the beauty of real foliage, and to feel the mystic charm of the sky above them. Neither can we expect them to see aught of the rich, dreamy beauty of Gothic architecture till they have come to look up with reverent admiration to the crowning arch of the interlacing tree-tops over their heads.

"Art," says Ruskin, "goes to the cataract for its iris; asks of the sea its intensest azure, and of the sky its clearest gold." When our children shall learn to see the iris in the cataract, the azure in the sea, and the gold in the sky, then, and only then, will their eyes be opened, and their hearts be made ready to comprehend the highest significance of nature study.

"Who shall reveal to them all these things? Their teachers! They must be Nature's interpreters."

LOVE OF NATURE THE CHIEF OBJECT.

President G. Stanley Hall, of Clark university, Worcester, Mass., closed the discussion. He said that during Mrs. Kellogg's address he had tested several methods of nature study by asking



PRESIDENT G. STANLEY HALL, of Clark University, Worcester, Mass.

a number of the gentlemen sitting near him for the meaning of the great spheres and globes painted on the ceiling of the convention hall. The *baroque* mural decoration to which he referred is the design of Mr. Cornwell, a cashier in one of the Buffalo banks, and is intended to symbolize the music of the spheres.

"I have asked," said President Hall, "several men to interpret a type of nature which has greatly troubled me. Cast your eyes about the hall and look at the many marvelous spheres and globes painted on the ceiling."

"Anyone will feel himself," he continued, "terribly bewildered and discouraged when he hears the descriptions. One said that they must be symbolic of the spheres and the music current there. Another said they were doubtless put there to inculcate a love of astronomy in the infant mind. Another said that they were connected with chemistry. My own impression is that the spheres were placed there to represent the booms and soap bubbles which have been launched by the association, for you see the fuses attached, and I am inclined to believe that several explosions are imminent. This simply indicates the many ways in which nature study has been interpreted by the speakers this morning.

"Love of nature," he said, with powerful emphasis, "must be inculcated before the beginning of nature study. Love of nature must be made the first postulate and chief object.

"Science, art, literature, and religion are the four branches of study between the kindergarten and the university. The love of nature is the basis of the study of science.

"I think we can sum up this topic by saying that the beginning of all education must be the love of nature.

"Nature is not materialism. Nature by all those who study her to-day is regarded as spiritual. She is the veil to all the hidden study mysteries. Nature study is the dominant note in education.

"We are living in a great renaissance of nature study. People are getting back to the primal sources of life."

III. Sociology.

The paper on "The Relation of Sociology," by Prof. Albion Small, of the University of Chicago, was scholarly and fairly interesting, but altogether too long for what it contained. The program limited it to thirty minutes, but it lasted fully an hour. President Dougherty, who was, as a rule very firm even to severity in holding speakers to the time-limit, in this case allowed the eminent sociologist to complete his say. Perhaps the absence of Pres. James H. Canfield, of Ohio university, made him more len-

ient. At any rate he added President Canfield's time to that assigned to Prof. Small.

Prof. Earl Barnes is always interesting, and the audience who knows the fact, was not disappointed. His address on "The Pupil as a Social Factor" was greatly enjoyed by all and was by many declared to be one of the best delivered before the convention.

Hon. J. R. Harper, inspector of schools, Quebec, Canada, also spoke very interestingly on the relation of sociology to pedagogy. Dr. Harris closed the discussion.

Evening Sessions.

The distinguished speakers at the Wednesday, Thursday, and Friday evening sessions were Bishop John H. Vincent, Chancellor of Chautauqua university; General Stewart L. Woodford, of Brooklyn, N. Y.; Bishop John Lancaster Spalding, of Peoria, Ill.; President Andrew S. Draper, of the University of Illinois, Champaign; and President Booker T. Washington, of the Tuskegee normal institute, Tuskegee, Ala. Extracts of the addresses of these eminent men will be found in later numbers of THE JOURNAL.

Tribute to Dr. Calkins.

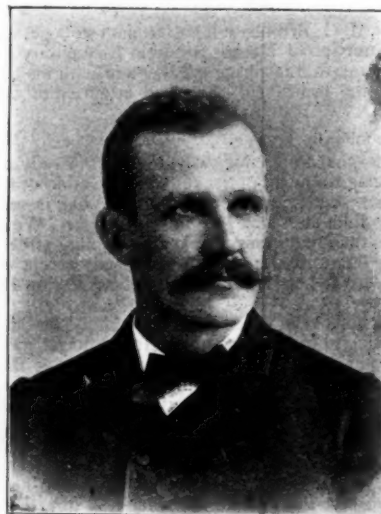
Supt. Horace S. Tarbell, of Providence, R. I., paid an eloquent tribute to the memory of the late Dr. Calkins. A beautiful wreath of roses, four feet in diameter, was placed upon the stage in honor of the noble educator whose death the association mourned. Dr. Tarbell said:

"The National Educational Association owes a great debt to Norman A. Calkins, LL. D. Early in the life of the association he became one to whom its prosperity was dear and in whose hands its interests were safe. Many aged men have been members of this association, but few have been its fathers.

Norman Allison Calkins was born at Gainesville, Wyoming county, N. Y., September 9, 1822. He was the third son of a pioneer settler of that town. His parents were born in Connecticut. His father's ancestors settled in that state as early as 1631. The first of this family in America was Hugh Calkins, who landed at Plymouth, Mass., in 1640, coming from Monmouthshire, Eng., on the border of Wales.

Young Norman Calkins went to a country district school in his boyhood, and in his youth attended an academy for several terms. At the age of eighteen he began to teach during winter terms, but returned to his studies between the terms of teaching. He became principal of the central school in his native place, and at the age of twenty-three was elected town superintendent of schools. After re-election he resigned and went to New York, where he engaged in educational work, including the editing and publication of a paper called *The Student and the Schoolmate*. For several years he conducted teachers' institutes in the states of New York, New Jersey, Pennsylvania, and Connecticut. In 1862 he was elected assistant superintendent of schools in New York city, which position he held by successive re-elections until his death, December 22, 1895.

During those thirty-three years the great work of his life was done. How great the influence of such a man for such a length



PROF. EARL BARNES, Leland Stanford, Jr. University.

of time in a position so prominent! It is no reflection on others to say that for a generation Dr. Calkins has stood in the eyes of the school men of the United States as the chief representative of this great system of schools.

In 1864 he was appointed instructor in methods and principles of education in the Saturday normal school. At the opening of the Normal college of the city of New York in 1871, he was appointed professor of methods and principles of teaching in the Saturday sessions, which position he held until 1882, when the Saturday sessions were discontinued.

In 1861 he published *Primary Object Lessons*, a book of great merit, which has been read and re read and made the guide of daily work by many thousand teachers of the United States, a book lying at the foundation, both from its character and the date of its appearance, of the great body of pedagogic literature published in America. This remarkable book has been translated into the Spanish and Russian languages, and is used extensively in Europe and South America.

In 1881, *Manual of Object Teaching* was published; in 1889, *Ear and Voice Training*. Dr. Calkins was the author also of a series of *Phonic Charts* and *School and Family Charts*. He arranged the material and prepared the plans for *Prang's Natural History Series*, and the accompanying manual; also for the *Aids for Object Teaching—Trades and Occupations*. Besides these books he has written many articles for the educational press.

For twenty-six years he was the treasurer of the Congregational Church Building Society. He served as trustee as well as treasurer, and was chairman of the finance committee at the time of his death.

He was a leader in educational thought and was one of the first among us to make the study of the child the foundation of pedagogy. He knew the child mind and all his educational thought and work has been along lines that must abide because drawn upon a sure foundation. He was a man that children loved and teachers knew to be a friend wise and true. He could not be otherwise than prominent, for he was a leading spirit in any body of men among whom he had a place. Not because of any self-assertiveness, for he was far from self-assertive, but because on all the themes which he discussed he thought clearly, investigated carefully, and decided broadly. Besides this, he had that capacity for details, that patience for work which made him safe, always sure of his facts, always trustworthy in his conclusions. Furthermore he had a commanding presence, a genial manner that was the natural expression of a kind heart.

He had no rivalries. Others brought to him, without his seeking, all the honors that his ambition craved. These honors he appreciated and enjoyed. They were to him no mere payment of a debt due to ability and service, as to some men such things come.

When he had received all the honors which this association has to bestow, he did not retire within himself nor nurse his greatness in solitude, but was still as ready as any to do work, to take pains, to spend wearisome nights for the sake of the association.

He was a conspicuous figure among us for many years. To many of us the pleasure of meeting Dr. Calkins at these annual gatherings has been one of the attractions to draw us hither. We were sure he would be present, and sure of a warm hand grasp, a kind inquiry, an hour of gratifying intercourse with a man who was great in intellect, ripe in experience, wise in advice, and sympathetic in spirit.

Dr. Calkins was prominent in the affairs of this association for many years before he became one of the conspicuous office holders. From its very beginning he had been a constant attendant upon its meetings and influential in its management. In 1883 he was elected treasurer of the association and was re-elected in 1884 and 1885. In 1886 he was president of the association at the meeting held in Topeka, Kansas.

One of the greatest services rendered by Dr. Calkins to this association was his work as chairman of the board of trustees. The board of trustees is a body corporate and in it is vested the property of the National Educational Association. The certificate of incorporation under the laws of the United States was secured by Dr. Calkins in 1886. He was one of the first trustees and chairman from the date of its organization to the time of his death.

To most of us it was in his capacity as an officer here that he was best known. Yet this is not, could not be the place where his greatest service has been done. In the schools of New York city he stood for progress; he was a leader of teachers seeking to follow nature's laws. To them he was the bearer of the new light that pedagogic science, quite as much as any other, sheds abroad. He was the teachers' friend and counselor. What higher encomium can any man have?

But great as will be the record of the good he has done on other fields, I feel confident that his service to the world has been the greatest in the books he has written. Before I had ever met the man I had read and read again one of his books.

The degree of LL. D., was conferred upon him by Marietta college, Ohio, in 1891, and yet he was not primarily a literary man. It was as a teacher and as a man of affairs that his laurels were won, and it is thus we shall remember him.

Let us cherish his memory. Too early, though seventy-three years of life were allotted him, he has gone from us.

We need his leadership; we miss his great heart and warm hand, his unselfish devotion to the cause of education, and his

faith that this association may be made a powerful means for its advancement."

(N. E. A. MATTER TO BE CONTINUED NEXT WEEK.)



PRESIDENT BOOKER T. WASHINGTON, Tuskegee Normal Institute.
(Courtesy of *Literary Digest*.)

Editorial Criticism.

There are many people who mistake an editorial office for a bureau of revision. One of these wants "a specific criticism, rather than the inevitable printed slip so discouraging to would-be writers." If editors had single manuscripts to deal with, rather than scores and hundreds; if they and their publishers were philanthropists, with no living to make; if it didn't matter whether the day's work were finished with the day, or left over to week after next, then it might be possible to meet these demands. But, even then, an altruist of any prudence could hardly gratify this correspondent.

"If the accompanying manuscript is not wanted for publication, please mark with a cross in the list below, to indicate in which grade you honestly consider it belongs.

"Excellent.
"Good.
"Middling.
"Poor."

This is not an exhaustive classification by any means, and the criticism thus conveyed would be of small value. But imagine the writer's wrath at getting back his (or her) communication marked "poor" or "middling"! An editor makes enemies enough by simply returning MSS. which the writers feel to be much better than most that he prints: why should he go out of his way to add insult (as it would be considered in many cases) to injury?

"I have convinced myself that there is some merit in the enclosed short story, otherwise I would not trouble you to examine it. If unavailable, I should esteem it most highly, in returning MS., if you would spare me a word saying whether or not you found the story entirely wanting in merit."

These two sentences don't seem to fit together. If you have formed a definite and positive opinion on a given subject, why ask for another fellow's, unless to prove (what you may have already suspected) that he is an ass? It is a free country: nobody denies your right to believe, if you like, that your work is admirable, that you are an unappreciated genius, and that those who think otherwise are soulless numskulls. An editor, if he understands his business, does not pretend that his judgment of a MS. is final and infallible. It may contain beauties that escape his hasty glance; some one else may like it, if he does not. He has no desire whatever to offer an opinion on its merits or demerits: his concern is simply to determine whether he wants to use it or not. If he doesn't, you can't force him to buy it: it is a free country for him too, thus far at least.—"With the Trade," in *July Lippincott's*.

Letters.

Teachers and Public Opinion.

I have been greatly surprised to see how little attention is given to a man at home who may be prominent at a meeting of educators. Let us consider the case of a few men. Supt. Brooks is at the head of the school machinery of Philadelphia, but what influence has he on public opinion in that city? A letter in the papers over his signature would not be read with marked attention. The reason is that he does not come forward in educational discussion in Philadelphia. The same is true of Supts. Jasper in New York, of Seaver in Boston, Cole in Albany, Maxwell in Brooklyn, Lane in Chicago, Emerson in Buffalo, Barringer in Newark.

Only a few men in the educational field can be considered as having influence outside of it; I do not now mean on political or general questions, but I mean on educational questions; for example, the newspapers do not turn to Supt. Jasper and ask him his opinion on pedagogical matters. Only a few men like Dr. W. T. Harris, Hon. Charles Skinner, Pres. Eliot seem to secure a standing before the public; they are applied to for information with confidence. The reason seems to be that the public have seen that these persons had opinions and expressed them. The average superintendent is not heard from except at gatherings like the ones at Denver and Buffalo.

For my own part the letters in THE JOURNAL from superintendents and prominent educators are the most valuable part of the paper. Any man with a treatise on education before him can write an orthodox article on some regulation topic, but few can discuss in a clear manner in the space of 1,000 or 1,500 words some of those practical questions that are before the superintendent and principal all of the time. Hence the letters in THE JOURNAL have great significance. As I have been a reader for several years the increase of such communications causes me to believe the teacher is emerging from being a "cave dweller."

In a village where I spent some two months last summer in central Pennsylvania I noted the leaders of public opinion. There was a very fair school building and a deep seated interest in education, but it was not a very intelligent interest, I concluded. The man of most influence was a physician, next came a lawyer, then a Methodist minister, then a merchant, then an insurance agent, then a druggist—possibly next was the principal of the school, though I am not sure. Now it was easy for me to see that these men stood in their rank, not because of their intelligence or education, but because they considered the general topics that came before the public and expressed themselves; it was known they had opinions because they expressed them. The principal of the school was a normal graduate and a man of ability; the fiber of his mind was just as good and strong as the others possessed. He may have had opinions, but the people were not accustomed to his expressing himself.

It may be thought that the teacher will lose his place if he expresses his opinion, but this is a great mistake. I am not proposing he shall jump into the political caldron and argue for or against silver. I refer mainly to topics that relate to the well-being of the youthful community. And to illustrate what I mean I will speak of another worker in a town a little larger than the one just referred to. On being appointed he called on all the clergymen and asked them to preach on education on the Sunday before the schools opened; he wrote articles for each of the two newspapers on the importance of public co-operation in the work to be attempted at the schools; there being no kindergarten he conversed with several ladies and an association was formed which he addressed; he visited all the Sunday-schools and was introduced. It is needless to say that he made a profound impression; the people thought of him not only as a teacher, but as a man who was capable as a leader of opinion.

I firmly believe that the teacher will not become a more powerful person with the public by writing Ph. D. after his name, but by qualifying himself as a leader concerning the broad field of educational discussion. A man may be able to put a company of fifty soldiers through a drill with muskets and not be able to attack twenty-five who resist; many a man can make a display in reviewing an army, but cannot lead them successfully in battle.

I shall watch the columns of THE JOURNAL during the coming year with great interest. I hope some of those new appointments on the New York board of superintendents will have something to say. Supt. Marble is well known as an able writer; Supt. Poland has made a fine reputation for himself in New Jersey; Supt. Stewart was probably the bright star in Brooklyn; Supt. Meleney is looked upon in Boston as a man of superior ideas; of Supt. Gunnison the public will expect a good deal—all these, I hope, will speak in your columns; a candle set on a bushel should give light. It has been a matter of surprise to me that men of the caliber of Leipziger, Godwin, Davis, Jameson, O'Brien, Schauffler, Farrell, Lee, and Straubenmiller have not had a good deal to say in your columns. A good many are looking to hear what New York has to say on education. No

subject is greater than that of education and we deserve to have a higher place in the estimation of the public; whether we shall take that place depends on our leaders, our superintendents, and principals; and not what they will say at a meeting of educators, but at home.

GUILDFORD DUDLEY.

New York.



STATE SUPT. CHAS. R. SKINNER, of New York, Pres.-elect of N. E. A.

Vassar Athletics.

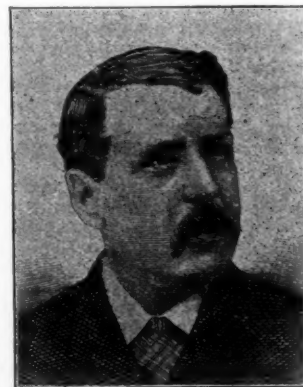
The student upon entrance is examined and a prescription made of exercise fitting her case. Each one is compelled to take three hours' gymnastic training per week; at the end of each year there is an examination made, following closely the plan in the studies, records are kept of measurements, weight, and strength. Basket ball, battle ball, and indoor tennis are played all winter. In pleasant weather out-door sports prevail. The bicycle is extensively used, "Birding" is a favorite recreation—this is a study of birds with opera glasses, usually at early morning in the woods and thick bushes; botanizing and geologizing take out parties on long walks over the hills; skating and coasting are as popular sports here as in any male college.

Athletics as practiced in the colleges is followed here with the exception of rowing. There is a cinder-path for running and there have been "dashes" and "high jumps," "broad jumps" and "hurdle races." The 100-yd. dash was made in 13 seconds; a broad jump of 15 feet was made. Instead of foot-ball a game called basket-ball is played; it is similar in some points but has none of the barbarities of the former. Sprained ankles of course result, but these are considered as a part of the play; to be around on crutches is a distinction and by no means a disgrace in the eyes of classmates or faculty.

When the athletic spirit began to rise there was talk of inter-collegiate contests, but this has passed by. The object aimed at here is athletics for health and physical development, and not athletics to beat students in other colleges—this appearing to be the object in the male colleges. There is no desire to beat Smith or Wellesley; there is pleasure to be able to do certain things with alertness; to feel strong and healthful. It is impossible not to see that it is dawning on the minds of the students that it is a devolved duty to go out stronger physically as well as intellectually.

B. D. M.

Poughkeepsie, N. Y.



SUPT. F. LOUIS SOLDAN, of St. Louis, Mo., Chairman Board of Directors

Editorial Notes.

A teacher who also is, and has been, a right hand of help in a Sunday-school writes concerning the International Sunday-School Convention held in Boston, at which twelve millions of pupils were represented. Remarks were made relative to the need of help from trained teachers; an alliance was hoped for with the teachers in the public schools. It has been often suggested in *THE JOURNAL* that the teacher in the public school cannot but extend his labors into the Sunday-school, for his interest goes far, far beyond the teaching of numbers and words; he is dealing with immortal souls; he cannot but desire to open up to them the higher truths found in the Bible. It is estimated that one-third of the teachers in the public schools are teachers in Sunday-schools.

Here is indeed a serious matter. The ninth annual socialist convention was begun in New York, July 6; the halls were profusely hung with red flags; with an eye to excusing these emblems of disorder and anarchy an American flag occasionally appeared. From students in the University of Minnesota came a greeting "Long live the party of the manual and intellectual proletariat."

This is a serious matter that cannot be passed by as a joke or as meaning nothing. Those students should be called to account; if they are sincere anarchists they should be drummed out of the university.

The annual summer number of *THE SCHOOL JOURNAL* for 1896 has attracted attention from those who are watching for and noting educational progress. It is absolutely necessary that education have its exponents; one of the great causes of the slow progress made in the past has been that teachers pursued their work without any reference to any exposition of it. When Horace Mann began his work he found teachers working away utterly ignorant of what others were doing, and began the publication of a journal of education as of necessity. The effort to hold meetings needed a journal to diffuse what was done and said. It is absolutely necessary that there should be educational publication. We advance as we publish. Or, it may be stated, if we advance we publish. Such an issue as the annual summer number of *THE SCHOOL JOURNAL* would have been absolutely impossible twenty-five years ago; that it is possible now means that education has risen to a higher plane.

Leading Events of the Week.

The Chicago convention nominates William J. Bryan, of Nebraska, for president and Arthur Sewall, of Maine, for vice-president.—The Ancient and Honorable company of Boston is received by Queen Victoria at Windsor and carries the American flag into the throne room.—Sir Charles Tupper, premier of Canada, resigns and is succeeded by his Liberal opponent, Mr. Laurier.—Cholera spreading rapidly in Egypt.—Prof. Koch sent to Dantzic to prevent the spread of cholera in that city.—Officials in northern Russia have heard nothing of explorer Nansen.—The gold reserve falls to \$99,575,000 on July 11.—Thirty persons killed and many injured in a railroad accident near Logan, Neb.

New York State Teachers' Association.

ROCHESTER, N. Y.—The annual convention of the New York State Teachers' Association began Monday morning July 6, in Fitzhugh hall. About 300 teachers were present at the opening meeting, the largest delegation being from New York city. The latter came prepared to capture the convention for the metropolis if possible.

At 10 o'clock the session was called to order by Charles E. White, at Syracuse, the president of the association. After a few introductory remarks the convention proceeded to regular business. The president announced the following to serve on the nominating committee: Gustave Straubenmiller, New York; Richard A. Searing, Rochester; Percy I. Bugbee, Oneonta; Abraham T. Lowitz, Mt. Vernon; Eben Rose, Rochester; Walter B. Gunnison, Brooklyn; Frank A. Schmidt, Brooklyn. Finance committee: Charles F. Wheelock, Albany; George H. Walden, Rochester; William J. O'Shea, New York. Committee on necrology: C. W. Bardeen, Syracuse; Mary McGovern, New York; A. B. Blodgett, Syracuse; S. C. Pierce, Rochester. Committee on Resolutions: James M. Milne, Oneonta; William F. Callahan, New York; E. W. Stitt, New York; C. D. McLean, Brockport; J. C. Norris, Canandaigua.

It was announced that D. W. Powers had offered to throw open his art gallery and invited the teachers to visit it. The teachers were also asked to meet at the hall at 3 o'clock to board special cars for a trip to Lake Ontario.

In the evening, on account of the absence of Mayor Warner the duty of delivering the address of welcome fell to Charles E. Fitch. He spoke of the educational development and advantages since the last convention was held in Rochester in 1862. The population of the city has increased from 48,000 to 170,000 in that time. Then there were sixteen graded schools; now there are forty-two public schools, four evening schools, eleven kindergartens, together with the Rochester Free academy. He said Rochester had reason to feel proud of its free school system.

President White, after briefly thanking the speaker, introduced, State Supt. Chas. R. Skinner. He said that during the past year, all along the line, from the kindergarten to the university, there had been a deeper spirit and a more constant uplifting and moral improvement among scholars and teachers. In spite of business depression many fine buildings have been erected. The teachers' institutes are growing in importance and are now one of the most powerful influences in the equipment of teachers in the state. The Cornell scholarships are giving excellent results. The uniform examination system, which is in operation in every school commissioners' district and in fifteen cities, has done more to elevate the standing of teachers and raise their salaries than any other system put forth in fifty years. The question of free text-books will come before the legislature before long and the state of New York, which compels every child to attend school, will see to it that a free text-book is placed in every child's hand.

The average weekly salary of teachers is \$5.60. The hod-carrier gets better than that. It is not enough. We shall never have anything like ideal schools until we have the ideal board of education, the ideal trustee, and the ideal salary.

The closing business session was held on Tuesday morning, July 7. The report of the nominating committee was received, and one ballot was cast for the following officers and they were declared elected: President, Charles E. White, Syracuse; vice-presidents, Milton Noyes, Rochester; Fred W. Lester, Westport; Martha Van Rensselaer, Randolph, Anna V. Eggleston, Buffalo; secretary, S. F. Herron, Elizabethtown; assistant secretary, William F. Callahan, New York; treasurer, W. McKay Smith, Chatham; assistant treasurer, Gustave Straubenmiller; transportation agent, Arthur Cooper; superintendent of exhibit, James S. Lee, New York; executive committee, Walter B. Gunnison, New York, vice George E. Hardy; John F. Nicholson, New York, vice J. E. Young, New Rochelle.

Dr. J. M. Milne and John Nicholson favored New York as the place of meeting next year. The convention by a rising vote selected that city as the place of meeting. The convention then adjourned.

Manual Training Teachers Meet.

NEW YORK CITY.—The third annual meeting of the American Training Teachers' Association was held at the Teachers college, June 30 and July 1.

In his address of welcome Prof. Charles A. Bennett said that it was fitting that the association should meet in this city, because of the attention that its people are paying to the introduction of good manual training.

The old Fellenberg movement was introduced into this country in 1820 and by 1832 the method of manual training had been largely adopted. The old method failed because it was thought that it was a panacea for all the ills of the educational system. It took the ground that mere work was sufficient, without the accompanying development of the brain with the hand.

The present system trains mind and brain jointly. In his response, President Thomas W. Mather referred to the exhibit ar-

ranged in the college building as the best ever gathered in one place in this country.

Principal Malcolm Booth, of the Dayton, Ohio, high school, read a paper on "Mathematics in the High School."

He said that the present method of teaching mathematics is a trifle antiquated, and has not kept pace with the improvement of other branches of teaching. A number of disciplinary studies kept in the mathematical courses might give place to practical branches which have equal disciplinary value. Cube root was instanced as one of the studies which could easily be spared.

Prof. Percival Chubb, of the Brooklyn manual training high school, said that he tried to teach English so as to impress upon his pupils that they must use their language as a skilled workman uses his tools. Speech is a tool which we all handle, and we owe it to ourselves to use it with skill.

Miss Jessie Patterson, treasurer of the New York Association of Sewing Schools, spoke on the industrial training of girls in France, Germany, England, and Switzerland. The schools of Paris and other French cities take in work to be done by the girls, as a practical application of what is learned in the classroom.

"Domestic Economy, or Science in the Schools," was treated by Miss Maria Parloa, of Boston, and Miss Mary A. Boland, also of Boston. The addresses gave rise to brief discussions.

A report on a course in manual training for grades below the high school was presented by Prof. Charles A. Bennet, of the Teachers college; George B. Kilbon, of Springfield, Mass.; and Eli Pickwick, Jr., of St. Paul, Minn. Inquiries had been sent all over the country for opinions on the subject, and the committee made the classifications for grade work from the replies.

Instruction in the first four grades is generally furnished by regular teachers, who dictate to pupils of both sexes. This instruction includes clay modeling, paper folding, mat weaving, book covering, bent wire work, cardboard, scissors, and needle work. Pupils use blackboard drawings and blue prints and work out models from their own designs. After this cabinet making tools come into use, and the pupils are taught how to make the simpler forms of carpenter joints.

In the upper grades a larger use of the plane and advanced knife work are taught. The pupils make their own working drawings and the models of simple forces of physical apparatus used in science work.

The report showed that the time devoted to manual training in the first three grades averages about two hours a week divided into from two to five lessons, as in the fourth, fifth, and sixth grades one hour is allowed, and from one to two hours in the seventh, eighth, and ninth grades. The committee found that teachers agree that a manual training course should put a child in sympathy with the social and industrial world, teaching him respect for the dignity of labor. Besides, it should stimulate his constructive ability and creative force.

As to the effects of manual training, the committee reported various returns from teachers. That the pupils take an interest in their work is shown by requests to continue it after school hours, by regular attendance and diligence. Some teachers re-

ported an increase in power of application to regular school work, better attention. The teachers of regular courses do not complain that manual training detracts from their work, it helps rather than hinders.

The moral tone of schools where manual training is taught has been elevated. Truancy is unknown among manual training pupils, and there is a noticeable improvement in personal appearance.

Thomas W. Mather, of New Haven, Conn., William L. Sayre, of Philadelphia, and Charles B. Howe, of Binghamton, presented a report on manual training in the high schools. In their investigations the committee had found important differences in the manual training schools over the country. The ability of the instructors, financial possibilities, and local demands are to be considered in deciding what is the best course. The committee did not wholly agree with the theory that the chief object of manual training is to develop mental power, without regard to practical knowledge, and it was suggested that pupils might be allowed to develop along lines for which they showed aptitude.

A model course for four years was offered by Professor Mather, who said he did not expect it to be fully endorsed, but he thought it might give a basis for the best work. The numbers after each study represent the periods of instruction each week:

First Year.—Physical geography (first half year), 4; botany (second half year), 4; algebra, 5; English and history, 5; drawing, freehand, and mechanical, 6; boys—Bench work, wood turning and wood carving, 10; girls—cooking, 3; sewing, 3; modeling, 2; carving, 2.

Second Year.—Chemistry, 4; geography and trigonometry, 5; English and history, 4; German, 3; drawing, freehand and mechanical, 4; boys—pattern making, molding, and plumbing, 10; girls—domestic science, 3; dressmaking, 3; carving and modeling, 4.

Third Year.—Physics, 4; elementary mechanics, 5; English and history, 4; German, 3; drawing, freehand or mechanical, 4; boys—forging and sheet-metal work, 10; girls—domestic science, 3; dressmaking, 3; carving, modeling, or decorative design, 4.

Fourth Year.—Electricity (boys), 4; biology and physiology (girls), 4; applied mechanics (boys), 5; English and history, 4; German, 3; French (girls), 5; drawing, freehand, or mechanical, 4; boys—machine tool work 10; girls—domestic science, 3; millinery and art needlework, 3; carving, modeling, or water-color work, 4.

The details of the course met with much criticism, though all thought the main points good. For the fourth year metallurgy was urged as of equal importance with electricity. It was thought that boys as well as girls should study biology and physiology. Prof. Mather said that he had placed chemistry before physics, because physics involved mathematics and could be studied to better purpose after chemistry.

Professor Kilbon, in commenting on the course, which he seemed to approve, said that manual training was impeded by the "overwhelming impetus or inertia of the classics." Many of the teachers thought some of the time consumed by the dead languages should be given to practical studies.

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Literary Notes.

Bulletin 116 of the agricultural experiment station at Cornell university, Ithaca, N. Y., is on *Dwarf Apples* and No. 117 is made up of *Fruit Brevities*. Both are scientific contributions to the subject of which they treat and are well illustrated.

Mrs. Stowe is the subject of the leading article in *The Critic* of July 4—an appreciate study by Mr. James Herbert Morse, the poet. The essay was written years ago, when the famous author of "Uncle Tom" lay at the point of death. For years it stood in type, but in 1894 it was "distributed." When news of Mrs. Stowe's death was received the forms were already made up; but as good fortune would have it, the leading article was of exactly the same length as the paper on Mrs. Stowe, so that the latter was readily put in its place. In the same number of *The Critic* is an article on "The Boy Poet of the East End," London, whose portrait is printed, together with a poem that justifies high hopes of his future achievement. The lad, who is only fifteen years old, is employed in a factory.

The Monetary and Banking Problem, by Logan G. McPherson, is the title of an important and timely book which is to be published immediately by D. Appleton & Co.

D. C. Heath & Co. announce for immediate publication a chart showing *The Descent of England's Sovereigns*, which sets forth with admirable clearness the relations between the various royal houses of Great Britain. It is neat and compact, and with one folding may be put into any book of history. Its ingenious arrangement will disentangle at a glance many of those puzzles which now and then trouble even a fairly informed student. It will prove a serviceable guide alike in the class-room and in the library.

An article appears in the July *Atlantic* that is likely to become the standard and classic "story of progress that is unparalleled in human achievement." It is "The Century's Progress in Science" as told by Professor John Fiske, who is the most competent and skillful man living to set forth the great romance of scientific progress in a summary that may be read at a sitting. *The Atlantic Monthly*, in the course of its correspondence with repre-

sentative successful public school teachers and superintendents, had the happy thought to ask a selected group of them to write out their professional autobiographies. Half a dozen of these "confessions" appear in the July *Atlantic*.

An appropriate song for Fourth-of-July celebrations appears in the July *Review* of *Reviews* under the caption, "Stand by the Flag!" The story of the song is told in the *Review* by Major Marshal H. Bright, of *Christian Work*, who is entitled to credit for its preservation and revival. It seems that the words were written by Mr. John N. Wilder and recited at a patriotic meeting held in Albany, N. Y., July 4, 1858. During the civil war the song was repeatedly sung to the familiar English air, "Cheer, Boys, Cheer," but Major Bright has since composed music especially for the ode, and this music is published, with the words, in the *Review*. The author of the song, Mr. Wilder, died at Albany just eleven days after the recital of his poem. His cameo portrait is reproduced by the *Review*, through the kindness of his daughter, Mrs. Maud Wilder Goodwin, author of "The Colonial Cavalier," "Dolly Madison," and other works of historical interest. The first lines of the song run as follows:

Stand by the Flag! Its stars like meteors gleaming.

Have lighted Arctic icebergs, Southern seas
And shone responsive to the stormy beaming
Of old Arcturus and the Pleiades.

A new edition of *From Flag to Flag*, by Mrs. Eliza McHatten-Ripley, is to be published immediately by D. Appleton & Co. This book gives a vivid picture of a woman's experiences in the South during the war, in Mexico, and in Cuba, and the account of Cuban experiences should have a special interest for readers at present.

Familiar Trees and their Leaves is the title of a beautifully illustrated book to be published by D. Appleton & Co., which will be of value to every one in the summer months. The author, Mr. F. Schuyler Matthews, describes over two hundred varieties of trees in clear and simple language. The drawings, taken directly from Nature, preserve the life and character of every leaf with perfect accuracy.

A Study of the Sky is the title of a popular astronomy written by Professor Herbert A. Howe, Director of Chamberlin Observatory, University of Denver, which Messrs. Flood & Vincent, Meadville, Pa., the official Chautauqua publishers, announce for early publication. The volume will present in popular form, with the aid of 150 practical illustrations, an outline of the science of astronomy, introducing concrete material in such abundance as to avoid giving the work a technical and abstract form.

Old-Time Stories (Werner School Book Co.) is written in child language, and its charm is increased by beautiful illustrations in water color. To the child, therefore, it is an esthetic and intellectual delight.

"The Declaration of Independence in the Light of Modern Criticism," by Moses Coit Tyler, Professor of History in Cornell university, possesses a well-considered timeliness as the opening article in the *North American Review* for July. Professor Tyler discusses this venerable and "classic statement of political truths" from many standpoints, but always in a loyal and patriotic spirit.

Phyllis of Philistia is an entertaining story of London life—a love story that is not all a love story, for there is woven in with it much about the church and Christianity. The story is well constructed, the dialogue bright, and characters, especially Phyllis, interesting. (The Cassell Publishing Co., 31 East 17th street, N. Y. \$1.00)

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Interesting Notes.

Here is a nice little story. When the two Princeton students were shot, about a year ago, it was determined that an immediate operation might save the life of the one whose case was worst, and Dr. Bull, of New York, was summoned by telegraph. The message reached him after midnight. He went at once to Jersey City and asked for a special train on the Pennsylvania railroad. The agent said he must deposit \$200 and promise to pay any further bill that might be sent. He did, and got his engine and car. Some time after he wrote and asked for his bill. Instead of getting it he received back the \$200 that he had deposited and a note saying the company could make no charge for a service done "in the interest of suffering humanity." Very pretty behavior for a "soulless corporation," wasn't it?—*Harper's Weekly*.

The publishers of Webster's International Dictionary are receiving the most flattering testimonials from leading men as to the high value of that work. An especially large number come from the state of Indiana. It is well known that judges have to draw fine distinctions in the use of words. The members of the Indiana supreme court have used the International and earnestly commend it as a standard of orthography, etymology, pronunciation, and definition.

A new field of industry in the use of aluminum is being opened up by its manufacturer into rims for bicycles. For this purpose the *Age of Steel* remarks, it is light and strong, and while in case of accident it is easily susceptible of indentation, it seldom fractures or breaks; a metal that combines the strength of steel with the lightness of wood and with these qualities is not of two great expense, is destined to be a special feature in the production of bicycles. The fact is noted that aluminum has had the usual misfortune of all new metals of being overrated in some particulars and unreasonably depreciated in others, but where its special and inherent qualities are so manifest, its extended use in this direction is beyond doubt.

Professor Marsh, of Yale, has recently announced his opinion that the remarkable remains of a skull, teeth, and other fossil bones found by Dr. Dubois, in Java, belonged to an animal that "was not human, but represented a form intermediate between man and the higher apes." This opinion confirms the belief of the discoverer of the bones, who called the animal *pithecanthropos*, or "ape-man." The bones were found in ancient volcanic deposits, and belong, Prof. Marsh thinks, to the age known as the Pliocene.—*Youth's Companion*.

A dry process for extracting gold has been devised, the ore being subjected to the action of a spray of mercury. A wide iron pipe is bent into a spiral, and holds at the bottom of each bend a quantity of mercury, which does not completely close the passage. The ore, ground fine, enters this through a hopper and is blown through by a current of air, which forces the mercury into a spray, so that it comes into contact with the particles of gold in the powdered ore which is being blown through. The gold amalgamates with the mercury. The dust is carried on to the next bend, where it goes through the same process, and this is repeated as often as necessary. In the trials with coarse gold dust most of the gold was recovered at the first bend.

Patent rights have been recently granted on improvements in the typewriting machine which will greatly increase the speed

of the operator, enabling him to write many more words per minute than can be done on the present machine. The improvements consist in the introduction of the stenographic principle, making the machine capable of printing whole words at single strokes of the keys. Many of the small words and word endings which are most frequently used are represented in the new machine by separate keys of their own, and by a clever device the spacing is made to correspond automatically with the length of the words thus set apart. Another time-saving device is the two-space lever, which enables the operator to form the space between the words with the same stroke which makes the last letter of a word. An automatic spacer, used to print tables of figures and similar work, is also added to perfect the equipment of the new typewriter. There is also a possibility of introducing electricity as the motive power in this machine, depressing the keys lightly would thus complete electric circuits through electromagnets which would attract and print the proper word or letter as required.

The Italian 100 ton gun (model of 1879), with a 550-pound charge of powder, throws a projectile weighing 2,020 pounds at an initial velocity of 1,715 feet per second. It communicates to it, therefore, a live power or kinetic force of 92,597,000 foot pounds. The thrust exerted by the gases due to the ignition of the powder lasts less than a hundredth of a second. The result is that during the active period of the work of the powder in the gun the mean power is greater than 87,000,000 foot pounds per hundredth of a second, say 8,700,000,000 foot pounds per second. This represents a power of 12,000,000 kilowatts, or 17,000,000 horse power.—*Public Opinion*.

Of the silent worlds in space the astronomer knows much, but will never know enough, perhaps, to appease his inextinguishable curiosity. But great telescopes are not as numerous as opera glasses, and observers who can understand and appreciate what they see through these eye-holes to other worlds are still but a very small though very respectable minority. One of these inter-stellar telescope travelers, Sir Robert Ball, in his last lecture before the Royal Institution, has succeeded as well as any that have as yet attempted to tell of the appalling distances astronomers travel by telescope. Here, for instances, is what he says about the distances of the stars and planets from our earth:

"A telegraphic message would go seven times round the earth in a second, and if a telegraphic message could be sent to the moon it would reach its destination in a little more than a second. It would take something like eight minutes to arrive at the sun; but how long do you think it would take to get to Alpha Centauri traveling thither at 180,000 miles a second? Seconds, minutes, hours, days, weeks, months, would not be long enough; it would take no less than three years' traveling, all the time at that tremendous pace, before it would reach its destination. If that is the case with respect to the nearest of the stars what must be said of those which are farther off? There are stars so remote that if the news of the victory of Wellington at Waterloo had been flashed to them in 1815 on that celestial telegraph

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system it would not have reached them yet, even if the message had sped at the pace I have indicated and had been traveling all the time. There are stars so remote that if when William the Conqueror landed in 1066 the news of his conquest had been despatched to them, and if the signals flew over the wire at a pace which would carry them seven times round the world in a single second of time, that news would not have reached them yet. Nay, more, if the glad tidings of that first Christmas in Bethlehem nineteen centuries ago had thus been disseminated through the universe, there were yet stars of which astronomers can tell you, plunged into space in depths so appalling that even the 1,892 years that have elapsed since that event would not have been long enough for the news to reach them, though it traveled at 180,000 miles in every second."

Courage in Candidates.

This is preëminently a year when the people demand courage in their candidates. They are anxious about their business affairs, and suspicious also of the great power which the political bosses are wielding. They wish to see in the presidency some man whose personal character and known views will be a guarantee that he will be a bulwark there against all possible Congressional folly, and against all efforts to deprive the people of their rights to self-government. They want a courageous, able, and patriotic man in the White House, and not one who is afraid to define his views lest it may deprive him of a few hundred or a few thousand votes. All the presidents best loved of the people have been men who not only had clear convictions, but had also the courage to avow them. At no time have the people been more alive than now to the need of such qualities in a president. They see with alarm the steady deterioration in character and ability of both houses of Congress, and realize that, unless the standard for the executive be kept high, the public interests may be seriously imperiled. Every man who talks with his fellows knows this to be the case. The national conventions will but poorly represent the feeling of the people if they are not impressed by this view. If one of them shall take the risk of putting forth as a candidate a man whose views, not only upon the currency, but upon all the great questions of the day, are unknown because of his cowardice in failing to reveal them, its members may find long before election day arrives that a serious blunder has been committed. The country cannot afford to take any chances this year; the possibilities of harm are too many and too great. The politicians will be wise to make up their minds to this fact; for, unless they do so, and act accordingly, a great surprise may come to them on the day after election.—*June Century.*

Poetry in South America.

South America has glorious singers and songs, but the greater are to come. The countries of the south temperate zone are pulsing with literary activity and expectation, and Aconcagua is a new Parnassus, and is likely to be the last in the West.

Poets came in brotherhoods at the dawn of the new era, as prophetic heralds, and as inspired and inspiring leaders, and, again, in the decline of an epoch they appear as *raconteurs*. The poets of the dawn have already appeared in the ten republics of the Andes, and have sung the songs of liberty and love, of the wide pampas, the majestic rivers and groves, and the orchid haunted plateaus. In the faded and gone incalculable days poets sprung into the life and inspirations of the golden temples of the Children of the Sun. There was the most poetic

race of Indian civilizations. The land of poetry was there, and is there. The end of the long march of the Aryan people toward the West must come in Argentine, Chile, and Peru. The Italian emigration to this new Italy is one of art. The mixed race of Argentines, Chileans, Peruvians, Italians, English, French, and German is making a new nation, and beautiful Buenos Ayres and Santiago show what that nation will be. The development of the United States has been the wonder of the nineteenth century. The surprise and glory of the twentieth century is likely to be the achievement of the republics of the sun and of the Southern Cross, of which the poets are already singing and are more gloriously to sing in the supreme century before us.—*Hesekiah Butterworth, in Review of Reviews.*

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A Matter Above Party.

Wherein has legislation changed in recent years? It has changed in two particulars. First, in 1878 legislation attempted to push the United States from the solid rock of gold as the standard of value, and to introduce by artificial means a rival standard. It brought silver into the currency, not as a convenience for small coin but by the purchase of two millions of dollars per month which were ordered to be coined whether the nation needed it or not, silver was injected into the currency. Subsequent legislation increased these purchases to four millions (\$4,000,000) per month, for which silver notes were issued, which passed into the currency, and finally produced such a strain upon the amount of gold in circulation and in the treasury, as to cause doubts to arise in the minds of the most farseeing and prudent as to the ability of the United States to redeem these silver notes in the standard metal gold, and thus maintain the much talked of "parity" of the two dollars. The silver dollar worth fifty cents in the market of the world and the gold dollar worth one hundred cents everywhere. Thus was poison forced into the hitherto pure blood of the body politic, and from that day to this the national health has been slowly but surely undermined.

This is a matter above party; let us not hesitate, therefore, to place the blame where it belongs, upon our own party, the Republican. It was the Republican party that poisoned the currency of the nation. It was the Republican party that doubled the amount of poison, which speedily produced its baneful effect. It threatened the capital of the world abroad, and it sapped the roots of confidence at home; hence the stagnation of business; hence the contrast between 1880-1890 and 1890-1900. The poison was there before 1890 in small doses, but such was the strength of the patient that he continued to perform his usual functions for a long time after the poison has entered his system, but his vitality was, nevertheless, ceaselessly being sapped.—From "The Ship of State Adrift," by Andrew Carnegie, in *North American Review*.

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